

**USING INTERACTIVE GAMES TO IMPROVE *CI (CERDAS ISTIMEWA)*  
STUDENTS' SPEAKING SKILLS AT THE ELEVENTH GRADE  
OF SMA N 2 BANTUL IN THE ACADEMIC YEAR OF 2010/2011**

**A Thesis**

**Presented as Partial Fulfilment of the Requirements for the Attainment of  
the *Sarjana Pendidikan* Degree in English Language Education**



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2013**

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**USING INTERACTIVE GAMES TO IMPROVE *CI (CERDAS ISTIMEWA)*  
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SMA N 2 BANTUL IN THE ACADEMIC YEAR OF 2010/2011**

**A THESIS**

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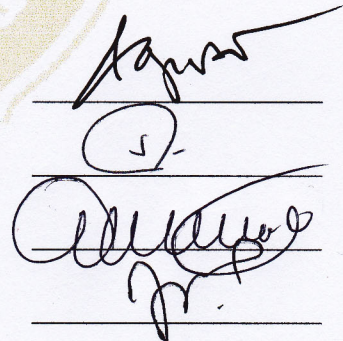
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## PERNYATAAN

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Yogyakarta, 21 Juni 2013

Penulis,



Ratri Cahyani

## MOTTOS

*One will gain nothing without making any efforts*  
*(QS. An Najm: 39)*

*"When one door closes, another opens; but we often look so long and  
so regretfully upon the closed door that we do not see the one which  
has opened for us."*  
*(Alexander Graham Bell)*

*"To accomplish great things, we must not only act but also dream; not  
only plan but also believe."*  
*(Anatole France)*

*"Never say "I can't" before you try."*  
*(The Writer)*



## DEDICATION

This thesis is especially dedicated to:

Ibuk and Mami

My sisters and my big family

This thesis is fully dedicated to them.

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Finally, I hope that this thesis is useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, 17 June 2013

The writer,  
Ratri Cahyani

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**Abstract**

The objective of this study was to improve the students' speaking skills of grade XI CI of SMA N 2 Bantul in the academic year of 2010/ 2011 through interactive games. The actions were designed to improve the students' speaking skills and the students' motivation to learn and to speak in English. The action were implemented according to the curriculum and in line with the course grid desinged before the implementation of the actions.

This study was an action research study consisting of two cycles and used qualitative and quantitative methods. The researcher worked collaboratively with the English teacher and the students. The participants of this research were 28 students of *CI (Cerdas Istimewa)* class in grade XI of SMA N 2 Bantul in the academic year of 2010/2011. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students about the implemented actions. The qualitative data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' speaking skills through the pre-test and post-test. Therefore, the quantitative data were in the form of students' speaking scores in the pre-test and post-test. The instruments for collecting the data were a speaking rubric, a recorder, observation guidelines, interview guidelines and a camera. The data were analyzed from the field notes and interview transcripts during the research. To avoid subjective analysis, the triangulation procedure was carried out. All involved members previously mentioned gave their perceptions to analyze the data together.

The research results showed that the interactive games were effective to improve the students' speaking skills of grade XI CI of SMA N 2 Bantul in the academic year of 2010/ 2011. However, the game implemented in large groups of students was less effective since it was difficult to manage. The interactive games were also effective to improve the students' motivation to learn and to speak in English. It was shown that the students seemed to be more enthusiastic and active in the teaching and learning process. The students were willing to answer teachers' greeting and were willing to express their idea in English. They were not shy and afraid to answer teacher's question in English. They felt free and fun to speak English with their friends due to the games given. They also showed improvement on their pronunciation. They could minimize their mistakes in mispronouncing some words and phrases.



## **CHAPTER I INTRODUCTION**

This chapter gives information about the introduction of the research. It includes explanations on the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and the significance of the study.

### **A. Background of the Problem**

Speaking is very important for the purpose of International communication. Nowadays, every profession requires some extent of communicative competence and interpersonal skills. The nature of speaking at the workplace presents itself in various forms: discussions, presentations, negotiation, and debates. The mastery of speaking skills becomes the priority of the foreign or second language learners.

According to Thornbury (2005: iv), speaking is a skill, an interactive skill that requires the ability to have a cooperation with the other aspects of language. Speaking skills need to be developed and practiced independently from the other aspects of language, such as grammar and listening. In that case, the teaching and learning process will become an interesting classroom activity to motivate the students to learn the other aspects of language.

For that reason, teaching speaking becomes one of the crucial things to do since the environment of the school forces students to have a good quality of English speaking skills. Due to the fact that teaching oral skill (speaking) needs a good technique in order to improve students' proficiency level, many teachers have been using various techniques and activities to motivate their students to be

able to speak in English fluently. Since students and class condition are very dynamic in terms of the situation and the emotion, having a high degree of psychomotor activities, the teachers should choose activities and techniques which meet the characteristics of their students. The speaking activities in the classroom should be conducted by having communicative activities.

Speaking can be a very difficult thing to do since the teaching and learning process is not interesting enough. Students can be less motivated and less self-confidences when they get boring situations. It results in the students inability to speak before the public. This condition comes from the failure of teaching and learning speaking.

Meanwhile, most of the Indonesian students are shy and reluctant. When the students are asked to practice or perform the activity in front of the class, they refuse to do it. They are afraid of making mistakes. In addition, during the English lesson, they use mother tongue or Indonesian, so they do not practice English they have learnt. Therefore, their speaking ability is still poor. They can speak neither fluently nor accurately. They make many mispronunciations. However, most of the teachers do not correct the students' pronunciation.

In addition, the activities during the English lesson seem to be boring and less interactive. Therefore, it makes the students less active during the lesson. There are only some students who are actively involved in the English lesson, especially in the speaking lesson. Besides, the teachers mostly use individual and pair work. They rarely use group work which can improve the students' participation in the lesson. When the students work individually, they cannot practice the language

function they have learnt and it means that there is no communication among the students.

The same phenomenon also happens in the teaching and learning speaking at SMA 2 Bantul, one of the favorite high schools in Bantul. On the basis of the result of the interview with the English teacher, the students of SMA 2 Bantul were not able to speak in English well, particularly *CI (Cerdas Istimewa)* class as the participant in this study.

The average score they gained in speaking English was the lowest score among the four skills. They were very good at reading and writing since the English teacher often gave the materials for those two skills. Meanwhile, for listening their score were average. This problem can be seen in their mark in the achievement book report and my interview with some students and the English teacher.

There were some factors behind the failure of the students, namely fear of making mistakes, low motivation, lack of self-confidences, monotonous technique of the English teacher, and lack of vocabulary. Of all the factors, the monotonous technique and lack of self-confidence are the focus of this study since those two problems were actually the main problems. By minimizing those two factors, the other factors were easily solved. Another consideration was the implementation of this research that was only in a short time so I could not solve all of those factors above in this research period.

Analyzing the entire problems above, the English teacher and I concluded that those problems were interrelated. Then, we decided to do action research to

work together to overcome the existing problems in that school. Since a variety of techniques and activities in classroom are very important for the students' success, the English teacher provides an interesting activity in the teaching of speaking that is interactive games activity.

Games provide the learners an opportunity to use the target language in interesting and enjoyable situations. Games can be one of the activities to develop students' ability in speaking since it will make the students have fun as well as motivated to learn English. It also promotes the students with some communicative activities in the classrooms since they will enjoy and have fun environments in learning English, especially speaking communicatively. In recent days, many games can be created in the process of speaking class. It requires creativity among the teachers.

The same case also happens in the *CI (Cerdas Istimewa)* class at SMA 2 Bantul, since it is a special class in which the members of the class are the chosen students with high intelligences and high capability in terms of learning, especially science and English. The students of *CI (Cerdas Istimewa)* class are supposed to have highest score of speaking skills among the other classes, but the fact seems to be otherwise. The condition becomes worse when most of the students, as representative from the school who join English competitions such as storytelling, speech contest, poem reading, and debate competition are not from *CI* class. Dealing with this condition, the English teacher tries to use some games in teaching speaking, but still, the students do not enjoy the class as the English teacher had difficulties in creating the suitable games for them. I will try to use

interactive games which focus on the interaction among students or between the students and the English teacher to create as communicative condition as possible.

## **B. Identification of the Problem**

To identify the existing problem in the field, I observed the teaching and learning process in *CI (Cerdas Istimewa)* class in the school and did interviews with the English teacher on November 20<sup>th</sup>, 2010. Based on the observation and interviews, I acquired some data and information about the other problems in the teaching and learning process in that class.

The first problem concerns with how the English teacher prepares, presents, and evaluates her teaching process. In preparing the lesson, she considers students' need, interest and ability. She uses the classroom English well and is able to manage the classroom well, but she does not use the teaching media. The media in the classroom are not maximally used. She does not evaluate the teaching and learning process carefully. She also often focuses on teaching reading and writing skills. It makes the students rarely acquire speaking practice.

The second problem concerns with how the students behave and respond toward the English lesson, especially in speaking class. The students are not creative enough in finding their own ways to be able to speak in English fluently. They rarely use English inside the class, and they never use English at all outside of the class. Inside the classroom they are passive.

It becomes one of the problems faced by the English teacher and she should find ways to motivate them to be more active in speaking in English. Related to

the students, the other problem is the students' competence, especially their mastery of vocabularies, pronunciations, and grammar. They tend to be passive students since they are afraid of expressing their feeling in English. They do not want to make mistakes while speaking in English so they choose to be passive.

The third problem concerns with how the tasks and activities conducted in the classroom. The speaking tasks conducted in the speaking class do not motivate the students to speak English. The students are not interested in doing the tasks. They feel bored with the activities and have many difficulties in doing the tasks.

The fourth problem concerns with how the media and resources are used in the speaking class. The school has many kinds of teaching media and resources, but the teacher seldom uses them to teach speaking. There are LCD projectors, speakers, several listening cassettes, tape recorders, and a language laboratory. There are also some books as the teaching resources, but all of those media and facilities are not maximally used by the English teacher to support the students to have good proficiency level in speaking.

The fifth problem concerns with how the classroom is managed by the teacher in creating good environments to promote students to be able to speak in English. The seat arrangement is static and students are not comfortable with that. They need new environments such as moving activities inside the class or outdoor learning activities. This condition makes only some of the students are willing to speak in English while the others just keep silent and be passive.

The teaching of speaking skills should not be separated from the other skills of English since they are interrelated. The speaking skills are closely related to the

listening skills. It is very possible to teach speaking together with listening since they are interrelated in term of spoken skills. Concerning with the English speaking teaching and learning process, the teacher has difficulty in developing *CI* (*Cerdas Istimewa*) students' speaking skill since they are passive and she cannot find activities and techniques that explore speaking.

Despite many problems that happen in that class, I decided to focus on the improvement of the *CI* (*Cerdas Istimewa*) students' speaking skills at SMA N 2 Bantul through interactive games. Interactive games can promote real communication activities. It is very important in the English teaching and learning process since the objective of the learning is to create a real communication. Moreover, interactive games really involve students' interaction because the students are mostly asked to work in pairs or in groups. Therefore, I try to implement these activities in the speaking teaching and learning process in order to improve the students' speaking skills and involvement.

### **C. Limitation of the Problem**

It is clear that appropriate techniques are important in teaching and learning process. There are various kinds of technique used in teaching and learning English. One of the most popular activities applied in classroom is games. In relation with the learning by playing principles, games can invite students' interest and desires and increase their motivation to do learning activities.

Based on the identification of the problem above, the English teacher and I agreed that the research focused on the students' speaking skills improvement. We

gave attention on the interesting and communicative activities which could improve the students' speaking ability. I chose to limit the research on the communicative activities for two reasons. First, communicative activities reflected real-world activities which meant that the activities were based on the real communication. By giving communicative activities, the students could be more enthusiastic in the speaking class. Second, the efforts done in this research were limited by physical factors such as time and facilities. I did not have enough time to handle all of the problems in this school because I only had three months to conduct this research. Besides, I did not have access to facilities that were required to solve all of the problems.

Therefore, to make teaching and learning process became more interesting, I gave explanation to the English teacher about activities which might be interesting for the students that was playing games, especially interactive games, that was games which focused only on the interaction in the classroom, in both interactions between teacher and students, and among the students. The English teacher also said that she found difficulty to make and to conduct communicative classroom games. She also stated that it was hard to find appropriate class activities for Senior High School students. Related to these reasons, the efforts done in this research were limited to increase *CI (Cerdas Istimewa)* students' speaking skills at SMA N 2 Bantul.



#### **D. Formulation of the Problem**

Based on problem limitation, the problem was formulated as follows: how to improve the *CI (Cerdas Istimewa)* students' speaking skills by using interactive games at SMA N 2 Bantul?

#### **E. Objective of the Study**

Based on the formulation of the problem, the objectives of the study is to improve the *CI (Cerdas Istimewa)* students' speaking skills by using interactive games at SMA N 2 Bantul.

#### **F. Significance of the study**

This study has significance as follows:

##### **1. Theoretical significance**

The findings of the study may verify that the validity of theories that interactive games can improve students' speaking skills.

##### **2. Practical significance**

The result of the study hopefully can provide teachers with the data and information about the implementation of using interactive games in the speaking teaching and learning process particularly students of Senior High School.

### 3. Methodological significance

For other researchers, the study can be a source to conduct further research of teaching and learning English in Senior High School and hopefully can inspire other researchers to do research concerning similar themes.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter will mostly talk about some theories related to the topic of the study. Review of the theories will cover the discussion on teaching English as foreign language, speaking, the teaching of speaking skill in Senior High School, and the concept of interactive games in language teaching. This chapter will also present the relevant studies and conceptual framework of the study.

#### **A. Literature Review**

This sub-chapter presents a review of theories concerning the research variables, the first is about teaching English as foreign language since it is a big umbrella underlying the concept of teaching and learning process, next discussion is CLT (communicative language teaching) as the approach in teaching and learning process, next is speaking as the skill focused in this study including the teaching of speaking skills in Senior High School and the last is the concept of interactive games in language teaching as the main activity and the main variable in this study.

#### **1. Teaching English as a Foreign Language**

The importance of using English as international language makes it be mastered in all sectors, including in education sector. It is the main consideration why it becomes a foreign language in Indonesia. Related to the education sector, it is important to discuss teaching English as a foreign language since it is a big umbrella underlying the concept of the teaching and learning process. The term of English as a foreign language is related to the foreign language learning context

proposed by Brown (2001). According to him, learning a language in the foreign language context is learning a nonnative language in one's own culture with few immediate and widespread opportunities to the use of language within the environment of one's own culture, and those in which learners do not have readymade context for communication beyond their classroom (Brown, 2001: 116).

The characteristics of the foreign language learning context are different from those of the second language learning context. The language input of this context is very limited. English is used in the formal and social environment. The motivation of learning is just instrumental or integrative. The purpose of learning is travelling abroad, communicating with native speakers, reading foreign literature and reading scientific and technical works.

Teaching and learning are related to each other. To learn is to know something while to teach is to let learners know something. Language learning cannot be separated from language teaching. Brown (2001: 7) states that teaching cannot be defined apart from learning; teaching is guiding and facilitating learning. In the context of language learning, teachers should be able to guide and facilitate students to use the language in communication. Teachers should be able to design activities that enable the students to use the language as if they are in a real communication situation.

Teaching English as a foreign language needs a set of methods and approach, because learning foreign language is not an instant process. The method and

approach that are chosen by a teacher to be implemented in the teaching learning process might be different from one another. Brown (2000: 14) says:

"There are no instant recipes. No quick and easy method is guaranteed to provide success. Every learner is unique, and every context is unique. Every learner- teacher relationship is unique, and every context is unique. Your task as a teacher is to understand the properties of those relationships. Using a cautious, enlighten, electric approach, you can build a theory based on principles of second language learning and teaching"

Before choosing a particular method and approach for teaching foreign language, a teacher should consider the learners' background. Therefore, an observation towards the learners before a teacher conducts a class is needed for a teacher to provide a good learning condition. It is also important for a teacher to have a good relationship with students.

## **2. Communicative Language Teaching**

Related to the approach in language teaching, Harmer (2001: 84) proposes communicative language teaching as one of the approaches to the teaching of speaking. This approach comes from many beliefs on language learning. First, it is believed that language is not only pieces of grammar, but it also involves language functions that the students have to learn how to use them. Besides, the students have to be aware of the need for appropriateness or the formality of the language when they talk to others. Moreover, this approach put attention on activation and study which mean that if students get enough exposure to language and opportunities to use it and they are motivated to learn it, the learning will be successful. The last, the important point of this approach is that language is

learned not only by knowing it but also by using it to communicate actively in the real communication.

Brown (2000: 266) proposes four characteristics of communicative language teaching as follows.

- a) Classroom goals are only focused on all of the components of communicative competence and not in grammatical or linguistic competence.
- b) Language techniques are aimed to engage learners in the authentic, pragmatic and functional use of language for meaningful purposes.
- c) Fluency and accuracy is important in the process of communicative classroom. Sometimes, fluency is regarded more importance than accuracy in order to engage learners in the language use.
- d) In the communicative classroom, learners have to use the language, communicatively, productively and receptively without rehearsing.

#### **a. The Principles of Communicative Language Teaching**

Morrow and Johnson (1981:59-66) states that a consistent methodology requires an underlying set of principles in the light of which specific procedures, activities, or technique can be evaluated, related and applied. Morrow proposes five principles as follow:

- a) Know what you are doing

This principle answers learners' question of "Why am I learning this or that?" or "What am I learning to do?" It means that at the end of the lesson learners should get 'something' that they do not have at the beginning or they can do

‘something’ that they cannot do at the beginning. Morrow and Johnson (1981: 61) emphasizes that the ‘something’ here is communicatively useful.

b) The whole is more than the sum of the parts

The communicative model will operate with stretches of language above the sentence level and relate to the real language in real situation. The principles may lead to procedures which are both analytic and syntactic. The analytic procedure will introduce complete interaction of the text and focus on learning purposes on the way they are constructed. The synthetic procedure involves learners in learning forms individually and then practicing how to combine them. Both procedures are made to share the same concern as the ‘whole rather than the parts’. A communicative language teaching is usually making use of the two procedures.

c) The process are as important as the form

The develop students’ ability in communicating with the target language; a teaching method can replicate as far as possible the real processes of communication. Three processes can be used in the English teaching and learning process to make teaching more communicative than technical.

d) To learn it, to do it

The term of ‘meaningful practice makes perfect’ comes up from involving students in every practice in the classroom. In learning a language communicatively, students can learn to communicate only by practicing communicative activities.

e) Mistakes are not always mistakes

The communicative approach is encouraging students to make mistakes. The first reason is the assumption that little mistakes of grammar and pronunciation do not really break down the communication. The second reason, the communicative approach forces students to take a part in the activities for which they have not been prepared. This last principle “mistakes are not always mistakes” means that when students have made something wrong or mistakes in the instructional process, it is not always a mistake for them. Learners make mistakes because they were trying to do something they had not been told or shown. On the other hand, a communication involves using appropriate forms in appropriate way, so the language teaching must have two phases; they are learning the form and learning to use them in communication.

In addition, Morrow and Johnson (1981) in Larsen-Freeman (2000: 129) states the language games are communicative when they have the following features.

a) Information gap activity

In real communication, it happens between the two or more people, one of whom knows something that is unknown to the others. A communication process is aimed at bridging this information gap. The concept of information gap is one of the fundamental principles in the communicative language teaching. The teachers can set up a situation with the existence of the gap to motivate students to do the real communication with the target language to bridge their information. In



addition, Prabhu in Richards and Rodgers (2001: 173) states that information gap activity could be used as classroom activity in communicative language teaching.

#### b) Choice

In the communication, participants have choice, both in term of what they will say and more particularly, how they will say it. From the speakers' point of view, in communicating with other they need to choose not only the idea he wants to express at the moment, but also what linguistic construction and form are the most appropriate in expressing them. In communicative language teaching, the exercise to practice this aspect of communication must be designed.

#### c) Feedback

In real communication, for achieving the aim of exchanging information, the speaker and listener need to pay attention to each other. When the speaker delivers the message, the listener must pay attention to and evaluate the message and then give responses to the speaker. When the responses are given, the speaker will evaluate them and give the listener feedback. This natural process in communication is adapted in the language teaching.

In conclusion, the development of any procedure for applying the communicative language teaching must integrate the above three processes. The 'information gap' refers not to what the teacher knows but students don't, but to a set-up in the activities where information is divided among students who then have to piece it back together. 'Choice' means that learners should have the freedom to use whichever language they want to communicate. 'Feedback' is where the success or not of students' language can be judged.

### b. Methodological Framework of Communicative Language Teaching

The methodological framework design of the communicative language teaching has been proposed by Littlewood in Richards (1990: 82). He suggests the useful methodological framework in language learning as follows:

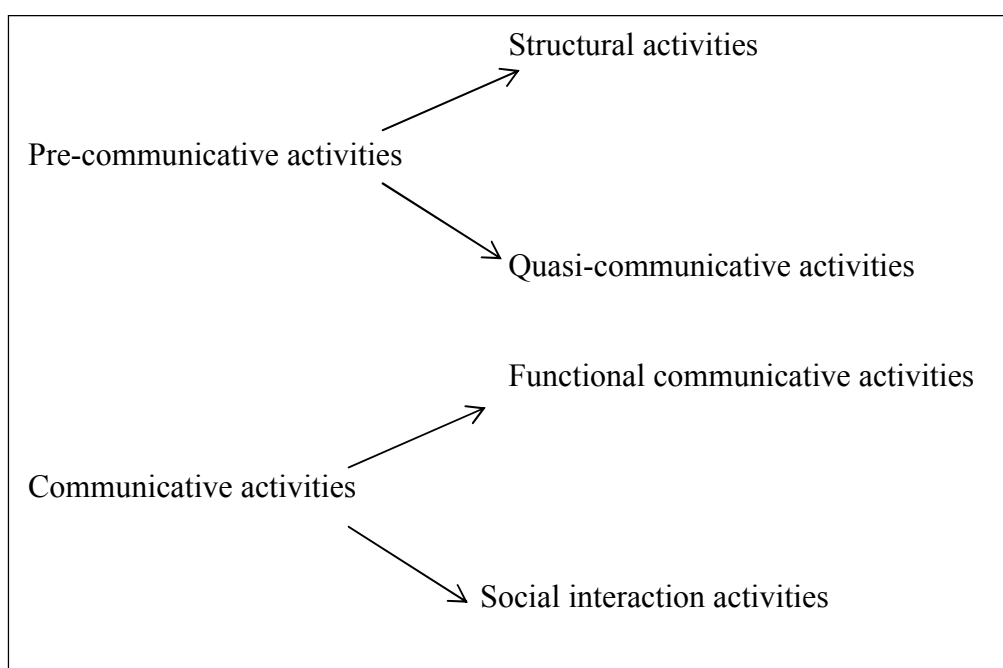


Figure 2.1. Methodological Framework in Language Learning

#### a) Pre-communicative activities

Pre-communicative activities are divided into structural activities and quasi-communicative activities. The structural activities emphasizes on the language structure, which is grammar and vocabulary for both oral and written. In this phase, students are given rules and language used for preparing the next activities, for example past tense, preposition and other structures. Meanwhile, the quasi-communicative activities try to link the

structure given to the functional meaning. In this phase, students are taught language expressions, for example the expressions for suggesting, accepting or refusing help, etc. In these activities, students will be able to use structure (for example gerund) and also expressions.

#### b) Communicative activities

Communicative activities are divided into the functional activities and social interaction activities. In the functional activities, students will be placed in the situation where they must perform the task as best as they can. Therefore, they will try to use the language at this stage. The criterion of the practice is very practical. In this social interaction activity, students are encouraged to consider the social context in order to develop greater social acceptability in the language they use. There should be information or opinion or attitude gap in the activity. The examples of the technique used in the activities are interviews, role-plays, and simulations.

### **3. Speaking**

This sub-chapter describes important matters concerning speaking. It is presented in four parts. These are definitions of speaking, aspects of speaking skills, teaching speaking, and assessing speaking.

#### **a. Definition of Speaking**

Speaking is one of the four language skills taught in the teaching of English. It can be seen as a complex skill that involves the knowledge of sounds, structures, vocabularies and culture subsystems of language. Brown and Yule (1983: 3) draw a useful distinction between two basic language functions. These

are the transaction function, which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of social relationships.

In addition, Bygate in Nunan (1989: 30) suggest that, in particular, learners need to develop skills in the management of interaction involves such things as knowing when and how to take the floor, when to introduce a topic or change the subject, how to invite someone else to speak, how to keep a conversation going, when and how to terminate the conversation and so on. Negotiation of meaning refers to the skill of speaking of making sure that both speakers and author have correctly understood each other. Nunan (1989: 39) identifies speaking as an activity to carry out conversation in the target language. The mastery of the art of speaking is an important aspect in learning a second and a foreign language. Meanwhile, Spratt (2005: 34) states that speaking is a productive skill, like writing, it involves using the organ of speech to express meanings to the other people.

#### **b. Aspects of the Speaking Skills**

According to Nunan (1999), there are two main aspects of speaking skill; accuracy and fluency. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. While, fluency means that the speakers are required to be able to keep going when speaking spontaneously. However it does not mean that the speakers speak so fast, because sometimes pausing is important. Nunan (1999) states that pause is an aspect of fluency which may be long but not frequent. Moreover, when speaking fluently, speakers should

be able to get the message across with many resources and abilities they have got and regardless of any grammatical and other mistakes. In addition, Harmer (2001: 269) asserts that the ability to speak fluently is not only knowing knowledge of language features, but also the ability to process information and language 'on the spot'.

Harmer (2001: 269) proposes four special language features in speaking. The first feature is the use of connected speech. Effective speakers of English need to be able not only to produce the individual phoneme of English but also to use fluent connected speech. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking verb), or weakened (through contractions and stress patterning). Due to the complexity of the connected speech, therefore, English teachers should involve the students in activities which are designed to improve their connected speech. The second feature is the use of expressive devices. Some native speakers of English use expressive devices in speaking through some ways, such as changing the pitch and stress of particular parts of utterances, varying volume and speed, and using facial expressions. The use of these devices can contribute to the ability to convey meanings. Therefore, in order to be fully effective communicators, students should be able to employ those devices. The third features are the use of lexis and grammar. The use of common lexical and grammatical features can be found in spontaneous speech when performing certain language functions. The last feature is the use of negotiation. The negotiation is used to seek for clarification and to show the structure of the speakers is saying. The speakers need to ask for clarification when listening to

someone else. Meanwhile, speakers use negotiated language to show the structure of their thoughts or to reformulate what they are saying in order to be clearer, especially when they know that their talks are not being understood.

Related to components in speaking, Brown (2001: 142-143) proposes a list of micro skills for oral communication which focus on both the form of language and the function of language. They are mentioned as follows.

- a) Producing chunks of language of different lengths.
- b) Orally producing differences among the English phonemes and allophonic variants.
- c) Producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d) Producing reduced forms of words and phrases.
- e) Using an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- f) Producing fluent speech at different rates of delivery.
- g) Monitoring your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- h) Using grammatical word phrases (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- i) Producing speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
- j) Expressing a particular meaning in different grammatical forms.

k) Using cohesive devices in spoken discourse.

In addition, he states the following skills as the macro skills of speaking.

- a) Accomplishing appropriately communicative functions according to situations, participants, and goals.
- b) Using appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- c) Conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d) Using facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings
- e) Developing and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Meanwhile, according to Nunan (1989: 32), speaking as a macro skill can be subdivided into some micro skills. The learners can be said successful in speaking if they can develop the following skills:

- a) The ability to articulate phonological features of the language comprehensibility
- b) Mastery of stress, rhythm, intonation and pattern
- c) As acceptable degree of fluency
- d) Skills in talking short and long speaking turn

- e) Skills in the management of interaction
- f) Skills in negotiating meaning
- g) Conversational listening skill (successful conversations require good listeners as well as good speakers)
- h) Skills in knowing about and negotiating purposes for conversations
- i) Using appropriate conversational formula and fillers.

Those macro and micro skills of speaking sometimes lead to the difficulty of the learners in mastering speaking since they are not maximally elaborated by the English teachers in the process of teaching and learning. It is difficult for students to speak the target language fluently and appropriately since it requires more than knowing its grammatical and semantic rules. The students must also acquire the knowledge of how the native speakers use the language in context of structured interpersonal exchange (Shumin in Richards and Renandya, 2002: 204).

In addition, there are some factors in speaking that are regarded as being difficult as Brown (2001: 270) has identified them. The first factor that makes the speaking difficult is clustering, because a fluent speech is not word by word, but it is phrasal. The second factor is redundancy which can provide the clearer meaning. The third factor is reduced forms, because some students who do not learn colloquial contractions sometimes make a poor quality of speaking. The fourth factor is performance variables, such as performance hesitations, pauses, backtracking, and correction.

The fifth factor is the colloquial language which is often used in informal situation. The sixth factor is the rate of delivery. In speaking, the students are



hoped to speak fluently, but most of them fail to do that. The seventh factors are stress, rhythm, and intonation. English has its own stress, rhythm, and intonation which belong to pronunciation aspects and differ from the other languages. The pronunciation is important in English because different stresses, rhythms, and intonations convey different meaning. The last factor is the interaction which needs the creativity of conversational negotiation. Those factors which are sometimes cannot be found in the first language can inhibit the learners to speak in English.

Furthermore, there are some characteristics of speech that differ it from writing. First, people speak in incomplete sentences, such as ‘Cup of coffee?’ instead of ‘Would you like a cup of coffee?’ Second, speakers usually repeat what other says. Besides, speakers also tend to use contractions such as *here’s* and *that’s*, whereas in writing, writer usually uses the full forms of the auxiliary verbs, like *here is* and *that is*. Finally, some words in writing are used differently in speaking. For example, the word ‘however’ is more common in writing than in speaking, and ‘started’ is much more common than ‘began’ in speaking (Harmer, 2001: 13 ).

### **c. Teaching Speaking**

#### **1) Principles for Designing Speaking Technique**

In order to provide effective guidance in improving students’ speaking skills, it is necessary for English teachers to find and design various techniques in speaking teaching and learning process. Brown (2001: 275-276) suggests seven principles for designing speaking techniques. The first principle is that the teacher

should use techniques that cover the spectrum of learner needs from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. The second principle is that the teacher should provide motivating techniques which can encourage the students' motivation to learn English intrinsically. Third, the teacher should encourage the students to use the authentic language during the speaking activities so that the activities will be meaningful for them. Fourth, when the students make some mistakes during the activities the teacher should give appropriate feedback and correction so that they will not make the same mistakes in the following activities.

Fifth, the teacher should integrate listening activities during the speaking activities because speaking and listening are assimilated. Sixth, the teacher should also give the students some opportunities to initiate oral communication by asking questions or engaging them in a conversation. The last, the teacher should encourage the students' speaking strategy development of speaking strategies because usually the students are not aware of developing their own personal strategies for accomplishing oral communicative purposes. The strategies include asking for clarification, asking someone to repeat something, using fillers in order to gain time to process, using conversation maintenance cues, getting someone's attention, using paraphrases for structures that someone cannot produce, using formulaic expressions, such as 'How much does it cost?', and using mime and nonverbal expressions to convey meaning.

## **2) Teacher's Roles during the Speaking Lesson**

The successful of teaching and learning process in classroom is not only obtained by having active students, but also the teachers. Here are presented three teacher's roles during the speaking lesson as Harmer (2007b: 347-348) states. The first role is a prompter. The teacher helps the students when they lose their fluency by offering discrete suggestions. If this can be done supportively, without disrupting the discussion or forcing the students out of role, it will stop the sense of frustration that some students feel when they come to a dead end of language or ideas. Although prompting is necessary, the teacher should give it sensitively and sympathetically like when he or she gives a correction (Harmer, 2001: 62). The second role is as a participant. The teacher acts as a participant when he or she participates in discussions or role-plays and also when he or she is in dialog with the class.

However, the teacher's participation should not be dominating. It is better for the teacher to stand up in the back to watch and listen when the students are practicing the tasks so that the students will appreciate the teacher's participation more in the appropriate level (Harmer, 2001: 62-63). The last role is as a feedback provider. The teacher's feedback on the students' speaking depends on the teacher's tact and situation. The teacher can give feedback on the content of the activity and the language used directly after the students complete an activity or later at the end of a meeting.

On the other hand, Riddell (2003) proposes teacher's roles in a speaking lesson based on the learning cycles; before, during, and after the lesson. Before

the speaking lesson, the teacher should know the aims of the activity. Besides, the teacher should choose activities that are suitable for the students' levels and interests, and that are appropriate in terms of the lesson aims. Moreover, the teacher should plan the instructions and class management and anticipate any possible problems the teacher and students might have.

Meanwhile, before the lesson, the teacher should give very clear instructions with an example of the activity if possible. The task should be clear and the students need to know exactly what the teacher wants them to talk about. Then, the next role is as the monitor of the activity which is done during the speaking lesson. The teacher should monitor the activity to ensure that every student has understood and does not have any problems. Also, it is to ensure that one or two students in a group do not dominate the activity and that a group does not finish the work far too quickly. However, the teacher is not monitoring in order to join in, and he or she is not monitoring to interrupt with error correction. Then, after the speaking lesson, the teacher should give feedback. He or she can select certain students to give some feedback to share some of what he or she has talked about.

Meanwhile, Brown (2001: 166-167) states that the major roles of the interactive teacher include the roles of facilitator, a manager, a resource, an independent participant, a researcher and a learner. As a facilitator, teacher makes the process of learning an easier task, helps the students to clear away roadblocks and to find shortcut. As a manager, teacher plans lessons, organizes learning activities, gives feedback and stimulate classroom time. As a resource, teacher offers advice and counsel when the students seek them. As a researcher and

learner, teacher makes an effort to find out how well the students learn and how much assistance is needed. Besides, the teacher should find appropriate teaching method and technique in teaching.

### **3) The Contextual- Communicative EFL Teaching- Learning Model in Teaching Speaking**

According to Madya (2004) the contextual-communicative model of EFL teaching-learning is basically learner-centred, emphasizing the acquisition of EFL competencies or learning outcomes. It is believed, however, that the competency acquisition requires as a prerequisite the understanding of the intended meaning (message) expressed through the text and the learning of the language elements used to expressed such the meaning. This is further facilitated by practices of communication which can be conducted through communicative tasks.

The teaching-learning procedure consists of three main parts (Warming up, Main Teaching-Learning Activities, Closing), with the main part integrating the three aspects mentioned above (meaning, language, communication). The warming up section is to attract and direct students' attention and arousing their motivation. The main section is to facilitate:

- (a) the students' understanding of the intended meaning expressed in the text,
- (b) the students' learning of the language elements used to expressed such meaning
- (c) the students' acquisition of communicative competencies (skills). This can be further summarized in Figure 2.2 and illustrated in Figure 2.3 below.

**A. Warming Up**

1. Attracting students' attention (interesting and relevant media are used, e.g. pictures, caricatures, real objects, realia)
2. Directing students' attention (involving students thorough questions-and-answer activities leading to the topic)
3. Arousing students' motivation (questions-and-answers activities leading to students' willingness to learn to acquire the intended competencies)

**B. Teaching-Learning Activities**

1. Content Focus: students' comprehension of the meanings of expressions used to realize the intended competency
  - a. Presentation of Input text (teacher talk, recorded dialogues, a song, comic strips, passages, specific forms of texts)
  - b. Comprehension tasks (e.g. matching, completing sentences, answering true false questions, cross-word puzzles, rearranging paragraphs or stories).
2. Language Focus: students' learning of language elements
  - a. Pronunciation (imitating teacher's model or recorded model, imitating the song)
  - b. Spelling (blocks of letters, completing words in the lexical web, quizzes, rearranging jumbled letters into words)
  - c. Structure: rearranging jumbled words into sentences, matching, completing sentences, putting the verbs into correct forms, identifying the correct sentences.
3. Communication Focus: communicative tasks in which students practise communication using the already learned expressions to realize the competency (functions)
  - a. Semi-Guided activities: completing a dialogue or other forms of text
  - b. Free activities: quiz, games, simulation, role play

**C. Closing**

- a. summarizing
- b. making students aware of the usefulness of the skills to use the expressions

Figure 2.2. The Contextual- Communicative EFL Learning

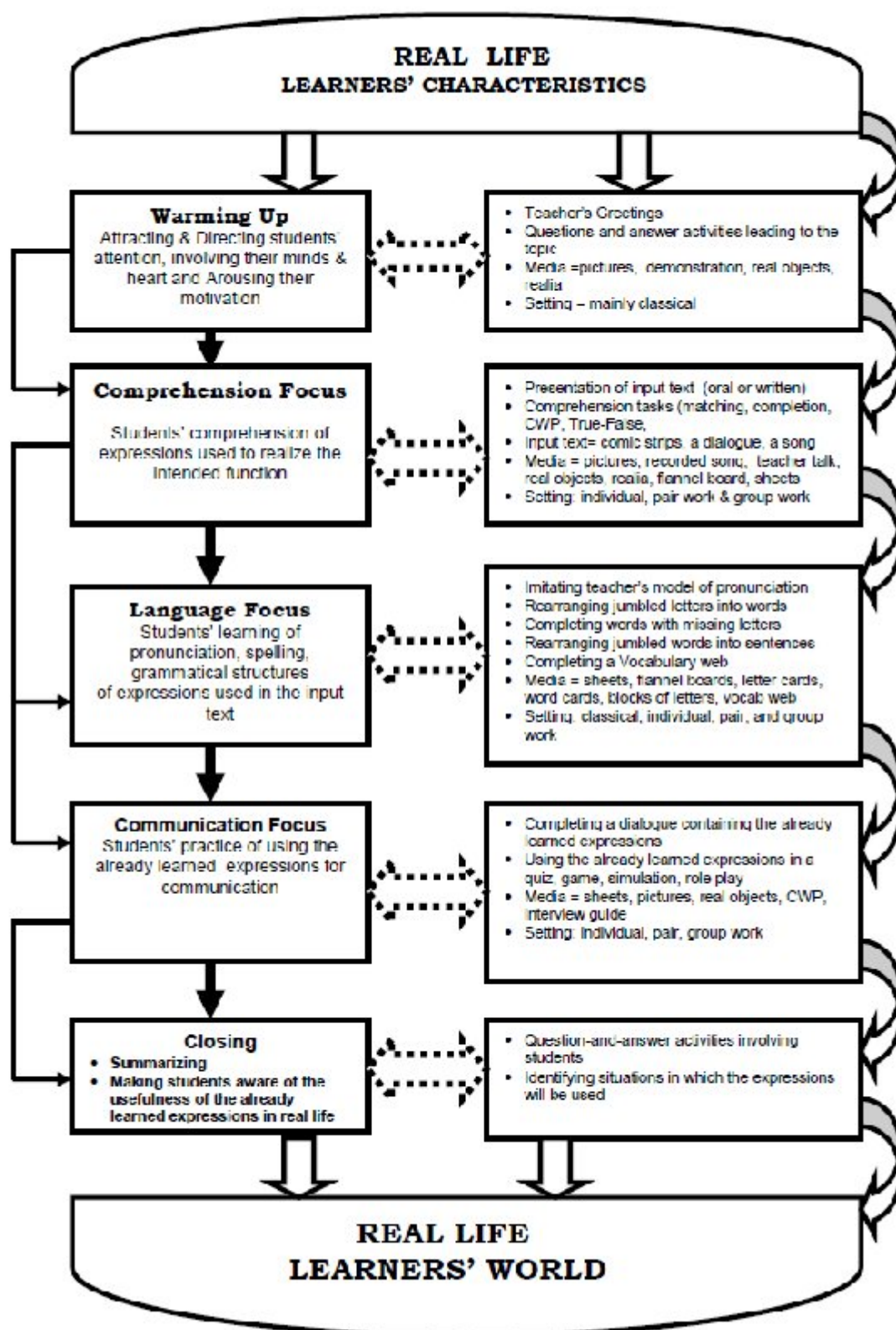


Figure 2.3. The Contextual- Communicative EFL Teaching and Learning Model

#### **4) The Teaching of Speaking Skills in Senior High School**

##### **a. The Characteristics of Senior High School Students**

Senior High School students have characteristics that affect the teaching and learning process. Each learner has differences including aptitude, good learner characteristics, learner styles, language levels (beginner, intermediate and advanced) and individual variations (Harmer, 2007a: 12-13)

Furthermore, Harmer (2001: 39) says that teenagers have some characteristics. They are:

##### **1) The search of individual identity**

Learning in Senior High School is a time for students to find out the individual identity. It is about dealing with questions that arise about themselves such as “who am I?”, “what do I need?” , and other questions about their needs and wants. This situation must be responded in the right way. Explaining the significance of learning a subject influences students to get motivation.

##### **2) Self- esteem**

Self-esteem affects the achievement of students. It increases confidence. Moreover, it is gained from the acknowledgement of families, teachers and friends. In fact, the role of peers is very crucial in this age. It is most important than the attention of the teacher.

##### **3) Distruptive Behaviour**

The need of self- esteem and peer approval makes the teenagers distruptive. They do actions that invite attention from people around. Then, for teachers, this condition can be used to encoourage their bravery in expressing themselves.



#### 4) Potential

Teenagers have a great capacity to learn, a great potential for creativity and a passionate commitment to things which interest them. In teaching and learning process, they need materials that can encourage them to access new knowledge, can stimulate their creativity and can attract their attention or interest.

In accordance with Brown (2001: 108), Senior High School students have automaticity to process new materials. They formally have learned English for three years since in the Junior High School. Thus, they already have basic knowledge about English. This existed knowledge helps them to get new knowledge.

#### **b. The Curriculum of Teaching Speaking in Senior High School**

According to the content standard which is developed by BSNP (2006), the English teaching for Senior High School students in Indonesia is aimed at:

- a) developing the students' oral and written communication competence to achieve informational literacy
- b) developing the students' awareness of the importance of English in improving the nation's competence in the world, and
- c) developing the students' understanding of the relation between language and culture.

Besides, according to the Regulation of Ministry of National Education (*Permendiknas*) no. 22, year 2006 about the standard of competencies and basic competencies for English teaching and learning process which has proposed by

BSNP (2006), the Grade XI Senior High School students in the second semester have to pose several speaking competencies as follows.

**Table 2.1. Standard of Competence and Basic Competency of Speaking Skills for Senior High School Students Grade XI Semester Two**

Standard of Competence	Basic Competency
9. Expressing meaning informal and sustained transactional and interpersonal conversation in daily life context	9.1. Expressing meaning informal and sustained transactional (to get things done) and interpersonal (socialize) conversation using simple spoken language accurately, fluently, and acceptable in the form of expressions of stance, love and sadness in daily life context
	9.2. Expressing meaning informal and sustained transactional (to get things done) and interpersonal (socialize) conversation using simple spoken language accurately, fluently, and acceptable in the form of expressions of embarrassment, anger and annoyance in daily life context
10. Expressing meaning in the short functional texts and essay in the form of narrative spoof and hortatory exposition in daily life context	10.1. Expressing meaning of formal and informal, short functional spoken text using simple spoken language in the daily life context.
	10.2. Expressing meaning in essay using simple spoken language accurately, fluently and acceptable in the form of narrative, spoof and hortatory exposition to interact in the daily life context

Based on the standard of competencies and basic competencies in Table 2.1, the students are expected to be able to communicate in English in their daily life. It means that English teachers have to give the students activities that can cover those competencies. Teachers have to note that the activities should make the students communicate in English. One way to make the students communicate in

English is through communicative activities in which one kind of the activities is interactive games.

For instance, in Basic Competency 9.1 in which the students are required to be able to express meaning in the daily life conversations which involves the expressions of stance, love and sadness, the teachers can give every student many kinds of interactive games in the form of card or paper for polling. In playing the card games, the students have to talk to each other to find their mates based on the clues given in the cards.

Thus, they will use many kinds of expressions and speaking strategies not only expressing love and sadness, but also other expressions such as describing someone and speaking strategies such as clarifying meaning and negotiation of meaning. When the students play polling game and ‘yuck’, they will use the expressions of stance and also giving reason.

Meanwhile, in Basic Competency 9.2, the teacher can give another variation of card games. However, to make the activity more communicative, the teacher can divide the students into several groups (i.e. 7 groups) in which every group consists of 3 to 4 students. Then the teacher gives every group a different card or picture and they have to discuss the story of their own picture. After that, they have to listen to the other groups’ stories and complete the questionnaire game worksheet. By implementing those activities, the students’ communicative competence can be improved.

Furthermore, based on the Regulation of Ministry of National Education (*Permendiknas*) no. 41, year 2007 about the process standard for elementary and

secondary education, the teaching and learning process should cover some activities to achieve the basic competency. A teacher should present the activities in interactive, inspiring, enjoyable, and challenging ways so that they can encourage the students to participate actively based on their interests, and physical and psychological developments. Moreover, in teaching, the teacher should consider exploration, elaboration, and confirmation processes. In the exploration process, the teacher is required to be able to 1) ask the students to seek for some information based on the topic that is being learned, 2) use any approaches to the teaching and learning, media, and other learning resources, 3) employ the student-student, students-teacher, students-environment, and students-other learning resources interactions, 4) engage the students to actively participate in every activity, and 5) ask the students to do some experiments in a laboratory, studio, or field.

Meanwhile, in the elaboration process, the teacher is required to be able to 1) familiarize the students with various reading and writing activities through any meaningful tasks, 2) facilitate the students with some tasks, discussions, and other activities to express their ideas both in spoken and written, 3) give opportunities to the students to think, analyze, solve a problem, and act without any fear, 4) give the students with a cooperative and collaborative teaching and learning process, 5) give the students opportunity to compete fairly in order to improve their achievement, 6) ask the students to make an exploration report which is done individually or in group, and orally or in written mode, 7) ask the students to do

an exhibition, tournament, festival, and their products, and 8) ask the students to do some activities that can encourage their confidence.

In the confirmation process, the teacher is required to be able to 1) give positive feedback and reinforcement in the form of spoken and written feedbacks, signs, or rewards to successful students, 2) give a confirmation to the students' exploration and elaboration results through many resources, 3) help the students to do a reflection to get a learning experience, 4) help the students to get a meaningful experience to achieve a certain basic competency, in which the teacher a) acts as an informant and facilitator in answering the students' questions when they get difficulties, b) helps the students to overcome a problem, c) gives guidance to the students so that they can examine their exploration result by themselves, d) gives more information to the students so that they can explore their knowledge more, and e) gives motivation for the students who do not actively participate in the teaching and learning process.

### **5) Assessing Speaking**

Commonly, there are two ways to assess students' speaking ability (Thornbury, 2005). The first is known as a holistic scoring. In the holistic scoring, the teacher only gives a single score on the basis of an overall impression. This holistic way has advantages of being quick and is perhaps suitable for informal testing of progress. Then, the second way is through an analytic scoring which gives separate scores for different aspects of the task. This scoring takes longer, but requires the teacher to take a variety of factors into account and it is probably fairer and more reliable. However, one disadvantage is that the score may be

distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five categories are probably to be the maximum criteria.

Meanwhile, assessing students' speaking competencies can be done at the beginning and the end of the language class. When giving a speaking test at the beginning of the class, the teacher can know the students' initial speaking competence and at the end of the class the teacher can get the students' progress or achievement on the language has been learned. However, it should be noted that testing speaking is not the same as testing grammar. Therefore, it is important to know some aspects of assessing students' speaking ability, (Thornbury, 2005). These aspects are used when the teacher applies analytic scoring. The first aspects are grammar and vocabulary. In these first aspects, the students are assessed through the accuracy and appropriateness use of syntactic form and vocabulary in order to meet the task requirement at each level. Besides, they are also assessed through the range and appropriate use of vocabulary. The second aspect is discourse management. Discourse management deals with the ability to express ideas and opinion in coherent and connected speech. Also, the students' ability to maintain a coherent flow of language with an appropriate range of linguistics resources over several utterances is also assessed. The third aspect is pronunciation. This aspect assesses the students' ability to produce comprehensible utterances to fulfill the task requirement. Then, the last aspect is interactive communication. This aspect deals with the students' ability to interact with the other students by initiating and responding appropriately. It also includes

the ability to use functional language and strategies to maintain or repair interaction. Meanwhile, there are several spoken test types which are commonly used; interview, role play, live monologue, recorded monologue, and collaborative task and discussion.

On the other hand, Luoma (2004) points out that a rating scale is important in assessing students' speaking ability since it can determine exactly how the criteria will be applied to the performances. She claims that the development and use of speaking test is a cyclical process in which it begins with a need for speaking scores and ends with the use of the scores. In addition, she states that before making the rating scale, the examiner (the teacher) usually makes a test development process and a two-step testing process. In the two-step testing process, the test is first administered and then scored. The administration is an interaction between the students and other students to complete the tasks, and it produces the test discourse. Then, the rating is an interaction between the teacher as the rater, the criteria and the performances included in the test discourse to produce the scores.

Regarding those two ways in assessing the students' speaking ability proposed by Thornbury (2005) and Luoma (2004), I propose to incorporate the analytic scoring with the rating scale. The analytic scoring can be combined with the rating scale so that it is more detail in giving the students' speaking assessment. By combining the analytic scoring and rating scale techniques, the process of assessing the students' speaking ability will be more detail and easier.

#### **4. The Concept of Interactive Games in Language Teaching**

##### **a. The Nature of Interaction**

The word ‘interactive’ comes from the word ‘interact’. By interacting, people communicate with others and create interaction. Interaction is an important word for language teachers. In the era of communicative language teaching, interaction is, in fact, the heart of communication.

Brown (2001: 165) states that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting a reciprocal effect of each other. Theories of communicative language competence emphasize the importance of interaction as human beings use language in various context ‘to negotiate’ meaning, or simply started, to get an idea out of one person’s head into the head of another person and vice versa.

In the educational settings, interaction occurs everyday in classroom activities between the teacher and the students (Malamah-Thomas, 1987: 7). Interaction is not merely what the teacher does then followed by the students’ reaction. He adds that interaction in the classroom has a role as the internal process of learning, which consists of consequence of the external interaction between two kinds of participants in both the teacher and the students.

##### **b. The Interactive Principle in the Language Classroom**

Brown (2001: 166) proposes seven interactive principles in the language classroom. They are as follows.



1) Automaticity

Efficient language learning involves a movement of the control of a view language forms into the automatic process. This process is dealing with a relatively unlimited numbers of language forms. The interaction is best accomplished when focal attention is on meanings and messages and not grammar.

2) Intrinsic motivation

Sometimes, reward- driven behavior is dependent on extrinsic motivation. But more powerful category of reward is one which is intrinsically driven within the students.

3) Strategic investment

Successful mastery of a certain language will be the result of a students' personal investment of time, effort and attention to the target language in the form of using strategies to comprehend and produce the language.

4) Risk taking

Interaction requires the risk of failing to produce intended meaning, of being laughed at, of being rejected. The decision to take the risks is more important than the effect of the risks.

5) The language culture connection

Whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling, and acting.

#### 6) Interlanguage

Interaction cannot be defined apart from acquisition. It demands numerous errors of production and comprehension. Successful interlanguage development is partially a factor of utilizing feedback from others.

#### 7) Communicative competence

All of the elements of communicative competence such as grammatical, sociolinguistic, pragmatic, and strategic competence) are involved in human interaction. All aspect should work together for achieving the successful of the communication.

From the explanation above, it can be concluded that teachers should include interactive activities which can promote learners' interaction in the teaching and learning process. Well- organized interaction will make learners speak their mind, share their views with others naturally so that it can promote learners' initiative and autonomy, which in turn ensure successful language learning. One of the activities to promote students' interaction in fun and interesting atmosphere is by implementing interactive games inside the classroom.

#### **c. The Nature of Games**

Wright, Betteridge and Buckby (1983: 2) say that young learners and adults are very eager to play games, although some of them may be not. Thus, the teacher should be able to give reasons for the use of games in language learning. Herrera and Hojel (1998: vii) state that games can motivate learners to learn language by focusing on cooperative learning in group and pair works.

Defining a game, Wright, Betteridge and Buckby (2006: 1) states that game is an activity which is entertaining, and engaging, often challenging, and an activity in which the learners play and interact with others. In addition, Hadfield (1996: v) says that a game is an activity with rules, a goal and an element of fun. The element of fun in games provides the learners more life situation with more chance to express their ideas in their own ways but under the rule. He also states that games make use of a variety of technique. There are 10 techniques that can be used for games. They are listed as follows:

a) Information gap

Information gap is the simplest technique that can be used for games. In this activity, students work in a pair or a small group. Student A has access to information which is not owned by student B. Student B must acquire this information to complete the task.

b) Guessing game

This kind of game can be varied by the teacher. In this game, the players hold the information and other should guess what it might be. The thing should be guessed can be in the form of single word, phrase, sentence or sentences.

Miming game can be done in pairs or in the form of group.

c) Search game

This game is usually played in whole class activities. In this game, everyone in the class has information. The players should get the information available to fill the questionnaire or to solve a problem.

d) Matching game

This game involves some identical pairs of cards and pictures where players must choose the card and the pictures from a selection to match those chosen by their partner from the same selection. The examples of this game are landladies' game, picture matching and looking for a job.

e) Matching-up game

This technique is based on the jigsaw principle. Each player in a group has a list of opinions, preference. Only one of these is shared by everyone in the group. Through discussion, the group must decide on a common preference, in order to agree on something. The example of this game is treasure hunt game.

f) Exchanging and collecting game

This game is based on barter principle. Players have certain articles or cards which they are willing to exchange for others in order to complete a set. This kind of game can be played as whole class activities, group.

g) Combining activities

In this game the players must act on certain information in order to arrange themselves in a group such as families or people living in the same flat. This game is similar with role-play, but with the purpose of the game is to find the group.

h) Puzzle solving game

In this game, players share information in order to solve a problem or a mystery. This game can be applied for any age even children with a clear guide from the teacher.

i) Role play

In this game, the players are given the name and the same characteristics of fictive character. However, this is not a role play in the true sense, as the role-play element is always subordinate to the game for the purposes of a language use.

j) Simulation

Classroom is limited for a certain total situation such as supermarket, hotel, restaurant or street. In this game, the players practice interaction between the individual and service such as shops, banks, offices, and station.

## **B. Relevant Studies**

Games have been proven to be able to improve the students' speaking skills in the context of English teaching and learning in Indonesia, as Fitrianingsih (2011) had done a study on it. In her study, she mostly games which promote students' speaking skills of SMK N 1 Godean. She used some games, such as, the queue and invite a friend. In this research, the finding shows that there is a significant improvement on the students' speaking skills regarding on the students' speaking scores on a pre-test and post-test. Moreover, the interview results show that most of the students enjoyed the activities.

In addition, there are some studies concerning the use of games in teaching speaking. Deesri (2002) states that by playing games in the classroom can enormously increase students' speaking skills in using language because students have chances to use the language with a purpose in the situations provided. Besides, Kayi (2006) adds games can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

Furthermore, games have been proven to be able to improve students' speaking ability. Martiwi (2010) had done a study on the use of games to improve students' speaking ability. In her study, she found that the students' speaking ability improved ever since she implemented such interesting activity. That finding is in line with Hastriani's statement (2009) that games brings many benefits in speaking teaching and learning process in which one of them is that games can increase the students' motivation to talk and communicate using the target language. In line with Hastriani, Huyen and Nga state that games are useful and effective tools that should be applied in classroom activities. The use of games is a way to make the lessons more interesting, enjoyable and effective. Reuben in Kumar and Lightner (2007) also adds that using games in in class can encourage active learning, as well as collaboration, and interactivity. Based on the importance of games, I believe that the use of games can improve the *CI* students' speaking skills at SMA N 2 Bantul.

### C. Conceptual Framework

Speaking is one of the important skills that should be acquired by students. Ideally, in the speaking teaching and learning process, students have to be given some opportunities to practice a target language and produce it in the spoken form (Spratt, Pulverness, & Williams, 2005). They can practice the language in the forms of dialogues, monologues, discussions, games, or role plays (Brown, 2001 and Harmer, 2007).

The activities of speaking teaching and learning process should be presented in communicative ways that acquire students to communicate using the target language with other students during the speaking teaching and learning process. The teacher can present the communicative activities through some tasks. One type of communicative activities is games (Thornbury, 2005). Richards (2006) states that games is an important aspect of communication in Communicative Language Teaching (CLT) since the current approach to teach speaking is CLT. In addition, regarding the benefits of implementing games in the classroom, a teacher needs to consider some aspects such as the objectives of the activities and his or her roles during those activities. By understanding the objectives and roles during the activities, the activities can run well and the results will be more optimal.

Regarding the review of literature of games, I try to implement some interactive games to improve the *CI (Cerdas Istimewa)* students' speaking skills at SMA N 2 Bantul since based on the observations, there are some problems concerning the speaking teaching and learning process. By implementing

interactive games, it is expected that the *CI (Cerdas Istimewa)* students' speaking skills can be improved.



### **CHAPTER III RESEARCH METHODS**

This chapter gives information about how this research was conducted. It includes explanations on the type of the research, the research setting, the subject of the research, place and time of the research, the instruments and data collection techniques, the steps of action research data analysis process as well as the validity and reliability used under the study.

#### **A. Type of the Research**

This research is an action research study in a natural setting. Burns (1999) defines action research as the application of fact finding to practical problem solving in a social situation by involving the collaboration and cooperation of researcher, practitioners, and laymen. According to Burns (1999: 30), action research is contextual, small-scale, and localized. It implies that in doing action research, a researcher identifies and investigates problem in a specific situation. And the purpose of the action research is to make changes and improvement.

Meanwhile, Nunan (1992) and McKernan (1996) in Burns (1999), state that action research is conducted in natural setting and it usually uses methods that are common to qualitative research. However, due to the nature of the data, this research used qualitative and quantitative methods. The quantitative data were used to support the findings of the qualitative ones.

#### **B. Setting of the Research**

SMA N 2 Bantul is one of the favorite schools in Bantul. It is located in the center of Bantul, Jl. R.A. Kartini, Trirenggo, Bantul.

### **C. Subjects of the Research**

I conducted my research in the *CI (Cerdas Istimewa)* class. The *CI (Cerdas Istimewa)* class was a special class in the second grade consisting of students having higher intelligences in English and science than other classes. It consisted of 28 students, 16 female students and 12 males. I chose *CI (Cerdas Istimewa)* class because from the previous observations, it had the lowest English score among the other classes, especially the speaking score.

### **D. Place and time**

The research took place in the *CI (Cerdas Istimewa)* class in the second grade of the academic year of 2010/2011. The identifications of the problem were conducted twice, the first was conducted during November 2009 when the students of *CI (Cerdas Istimewa)* class were still on the tenth grade. I was their tutor on English extracurricular program at that time and I found that they had difficulties in speaking. After the long procedure and process of making the research preparation, finally I could conduct the research a year after the first observation done. Before conducting the research I did the second observation to ensure that the problems were still the same when the students were in the tenth grade. After conducting the second observation, I found that the problems were still the same. Therefore, the English teacher and I agreed to conduct the research on that class. The research was conducted from January to March 2011. I had some actions on the English subject schedule based on the timetable. The action conducted every Friday in the first and second time periods and Saturday in the first and second time periods. The whole actions were completed in 8 meetings.

### E. Data Collection

The data collection was qualitative in nature. The data were obtained by interviewing the students of *CI (Cerdas Istimewa)* class, doing observations during the teaching and learning process and holding discussions with the English teacher. Therefore, they were in the form of field notes and interview transcripts. The instruments for collecting the data were observation guidelines, interview guidelines, a rubric for scoring speaking performance, and camera. Thus, all of these instruments were helpful to describe how I would document what happened during the research. The table below presents the instruments of the research.

**Table 3.1. The Research Instruments and Data Collection Techniques**

No	Instruments	Data	Usage
1.	Observation guidelines	Vignette	- In reconnaissance - In action and observation
2.	Interview guidelines	Interview transcript	- In reconnaissance - In reflection
3.	Speaking rubric	Pre- test and post- test	- In pre- test and post- test
4.	Camera	Pictures	- In action
5.	Recording device (mobile phone)	Recorded interviews	- In reconnaissance - In reflection

A rubric of the students' speaking performances was used to assess the students' speaking skills. It was used in two times, in pre-test and post-test. In those tests, the rubric focused on four aspects, they were phonological skills, speech function skills, interaction management skills, and extended discourse organization skills (Goh, 2007: 3). Each aspect was scored 1 to 5 in which every score has different indicator; if the score is getting higher, the indicator will be

more complicated and vice versa. I adapted the rubric developed by Chistine Goh in Teaching Speaking in Language Classroom.

Meanwhile, the observations guideline was used in the reconnaissance, action and observation steps. In the reconnaissance step, the observation guideline was used to find out the existing problems. Then, in the action and observation steps, the observation guideline was used to see the implementation of the actions. The guidelines covered three main parts which were the opening, the core, and the closing of the lesson. The opening part covered the way the teacher greeted the students and opened the lesson. The core part covered several points such as the activities during the lesson including the stages of teaching speaking (lead-in, content focus, language focus, and comprehension focus), the techniques that the teacher used, the students' involvement in the teaching and learning process, and the students' speaking ability. Then, in the closing part the guideline focused on the way the teacher reviewed the material and closed the lesson.

Meanwhile, in the action and observation steps, the points of the observation guideline were almost the same as the guideline in the reconnaissance step but there were some additional points in the core part such as the students' responses toward the activities and techniques that were used by the teacher, and the students' understanding of the material.

Then, interview guideline was used in the reconnaissance and reflection steps. In the reconnaissance step, the interview guideline was used to find the existing problems in the field. Meanwhile, in the reflection steps, it was used to see the students' and collaborator responses to the implementation of the action. In the

reconnaissance step, there were two kinds of interview guideline, one for interviewing the English teacher and one for interviewing the students.

In the interview guideline which was for the English teacher, the focuses of the points were the teacher's perception of the students' English competence, the students' involvement during the lesson, the techniques and activities the teacher used, the materials, also the facilities and media in English teaching and learning. For interviewing the students, the interview guideline focused on the students' perceptions of the English lesson, the difficulties in learning English, and the activities during the English lesson.

#### **F. Research Validity and Reliability**

Based on Anderson et al. (1994) in Burns (1999), there are five validities in action research; democratic, outcome, process, catalytic, and dialogic validity.

- a. Democratic validity which is concerned to extend in which the research is truly collaborative and allows for the inclusion of multiple voices. I fulfilled the democratic validity by asking all parties involved in the research about their ideas and opinions related to the implementation of the action. I gave opportunity for the English teacher and the students in the school to give their opinions and responses to the actions.
- b. Outcome validity which is related to the notion of actions leading to outcomes those are successful within research context. The effective outcome is when it involves the resolution of problems and when the reframing of the problem will lead to new questions. To fulfill the outcome validity, the English teacher and I

made reflection of the implemented actions and planned actions based on the reflection.

- c. Process validity which raises questions about “dependability” and “competency” of the research. I fulfilled the process validity by planning, implementing, observing, and reflecting the actions. I collected the data by doing observation and note during the research ran means that anything that happened in the teaching and learning process were noted.
- d. Catalytic validity which allows participants to deepen their understanding of the research by monitoring other participants. I fulfilled the catalytic validity by interviewing the collaborator and students and asking the students to give their feedback. They also shared the advantages after having this research.
- e. Dialogic validity which is related to the notion that the research is conducted through reflective dialogue with critical friends or other practitioner researcher. This research has dialogic validity since in this research I had some dialogues with other researcher and did a peer review with the English teacher.

Meanwhile, to enhance the trustworthiness of the data and the subjectivity in analyzing the data, I used triangulation. Triangulation is used to avoid one perspective in analyzing data (Madya, 2009: 75). Burns (1994) in Burns (1999: 163) states that triangulation is a way of arguing that ‘if different methods of investigation produce the same result, then the data is likely to be valid’. Furthermore, Burns (1999: 164) proposes four forms of triangulation. They are time, space, investigator, and theoretical triangulation. This research has time triangulation because the data of the research were collected over a period of time

in order to identify the factors that were involved in the change process. Then, to get the investigator triangulation, I asked another researcher to help me in the reflection step so that it could avoid the biased interpretation. Also, this research has theoretical triangulation since the data were analyzed from more than one perspective.

On the other hand, in order to ensure the reliability, I used the scores of students' performance tests, interview transcripts and field notes to accomplish same data. To obtain the data about teaching and learning processes, I interviewed the collaborator (English teacher), observed the teaching and learning processes, and interviewed the students who have just followed the lesson. Moreover, the reliability of the data was gained by giving the genuine data, such as the students' performance scores, field notes, and interview transcripts.

### **G. The Procedure of Action Research**

To carry out action research, I used the following action procedures as suggested by Kemmis and McTaggart in Burns (2010: 8).

#### **1. Reconnaissance**

In this step, I observed the place where I carried out the action research. Based on the result of the observation, I identified the problems that occurred during the teaching learning process. Since the *CI (Cerdas Istimewa)* class had a big problem in mastering the speaking skill, and then I focused on analyzing the problems that related to the speaking skill. Based on the problem analysis, I determined that the problem was the need of various activities to improve the speaking learning process of *CI (Cerdas Istimewa)* class.

## 2. Planning

I designed plans to be implemented in the action research. In this step I selected some activities that were considered to be interesting activities to be implemented in improving the speaking learning process. Afterward, I chose interactive games as one of the interesting ones. After that I selected the interactive games based on the consideration mentioned in the previous chapter. After the interactive games had been selected, I prepared the action.

## 3. Implementing and observing the actions

I implemented the plans I had designed previously. Then I observed the students' behaviors and reactions during the activities. The English teacher was the main teacher in this research. She was very enthusiastic since she wanted to be familiar with games used in speaking for Senior High School students. Moreover, she wanted to make the students accustomed to speaking English in her class. Thus, I became the observer in the class since I could take some data I needed in detail. In doing the actions, the English teacher often walked around when the students were having group activities in order to check their works and help them if they had some difficulties.

## 4. Reflection

At the end of each action, the English teacher and I made a reflection about the problems and also the action implementation. The reflection was conducted by interviewing the students and the English teacher. The reflection of the actions indicated the success of the action research. The actions that were unsuccessful



were modified or even changed with the suitable ones, but those that were successful were used again in the next actions.

## **CHAPTER IV**

### **THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATION**

The description of action steps will be presented here in four sections. The first is about the sharpening of the problems. The second is a report concerning cycle I. The third is a report concerning cycle II, and the fourth is general findings concerning the actions.

#### **A. Sharpening of the Problems - Reconnaissance**

This sub- heading presents the sharpening of the problems concerning the research process. The first is the identification of the field problems, weighing the field problems, determining the actions to solve the field problems, the implementation of the actions and discussions, and the last is reflection towards the actions.

##### **1. Identifying the field problems**

To clarify the understanding about the problem in *CI (Cerdas Istimewa)* class of grade XI at SMA 2 Bantul, I conducted some observations and interviews were conducted. I conducted the observation twice. The first was on 16<sup>th</sup> November 2009 and the second was on 20<sup>th</sup> November 2010. The first observation was the very early problem finding. Due to many factors after the observation, the research was postponed and finally it was conducted in January, 2011. The consideration of conducting the second observation was to decide whether the action was still usable or not. Below was one of the field notes during the second observation.

I came to the school at 08.15 to meet the English teacher to conduct the observation. Before conducting the observation, I first interviewed the English teacher about the English teaching process in this school, especially for the eleventh grade. The English teacher and I decided to conduct a research in XI since it was a special class with higher intelligence in English and science subject among the other classes. The English teacher suggested XI because they had the lowest scores in speaking among the other classes. The other evidence was that the debaters were not from that class. After that, I came to the English room to observe the English teaching learning process. The class was begun at 08.30 a.m. In this meeting, the English teacher explained report text. Before explaining the material will be learnt, the English teacher gave some eliciting first to direct the students' understanding of the material. The English teacher asked the students to read the text book and answer the question about the text.

After that, the English teacher and the students discussed the text and she asked them to translate some new words and phrases. Next, the English teacher asked one of them to retell the text. The students did not respond so that the teacher and the students translated the text together. Then, the English teacher explained the material in limited amount so that when the students were asked to make a summary of a report text, they could not do it well. The condition in the class seemed tight because the students seemed afraid of asking questions about the material. The English teacher always asked the students to use English when speaking, whereas the students sometimes could not express their idea in English. The teaching period was 45 minutes for each section or 90 minutes for each meeting. Thus, the class was ended up at 10.00 and the English teacher asked the students to finish the summary of the report text and performed it next Saturday. After the class was ended up, I asked three students to be interviewed. (Field Note 1, see Appendix F)

The second observation revealed that in the English teaching and learning process, the English teacher tended to use the course book without applying various teaching technique. There were no games in the English class. There were no various media used by the teacher and the students seldom practiced their English, they seldom answered teacher's questions in English. The English teacher rarely gave feedback that could be in the form of good respects when the students did the task successfully. She used classroom English well in the

classroom, but the students did not. It was also observed that the English teacher did not encourage the students to speak in English.

Furthermore, she did not use the activity that might enable the students to improve their speaking skills. The English teacher taught speaking by asking the students to retell stories or passages in front of the class. The students felt bored with this activity. In the interview, the students said that there were no games played during the English teaching and learning process and most of the activities in the English teaching and learning process were doing the exercise from the course book. Some students also had some difficulties in doing the activities. This can be seen in the interview below.

Interview 2

Date and Time: 20 November 2010, 10:10

Venue : XI IPA 1 Classroom

I : “Was the situation in speaking class always like this? Did you ever practice in pairs?”

S2 : “Yes, Miss. We always retell some stories in front of the class. Whereas it was very difficult to say something in English”

I : “ Yeah, I see. I had same experience as you. Do you have other difficulty in speaking?”

S1 : “I don’t know how to be as fluent as you, Miss. I lost my words when I try to express my idea in English and I’m also reluctant to come in front to the class to retell a story, Miss”

I : “Did the English teacher use some games in speaking?. Are you interested in having games for speaking practice?”

S2 : “Sometimes she used quiz and guessing game to check our vocabularies, Miss. We’re happy to have fun using games like before, Miss. Like the conversation class in grade X”

The result of the classroom observation and interview both with English teacher and the students indicated that there were some problems related to the teaching and learning process of speaking. The problem led to the low speaking

skill of the students. That was why speaking skill of the students needed to be improved.

Based on the description above and the first observation, the problems that affected the low speaking skills of the students are presented below.

**Table 4.1. Problems Affecting Students' Low Speaking Skills**

No.	Problems
1.	The teacher rarely taught speaking
2.	The students were reluctant to perform their work
3.	The students were shy to speak in English
4.	The students were not given an appropriate modeling text
5.	The students were afraid of making mistakes if the spoke in English
6.	The students had problem in memorizing the vocabulary
7.	The students got less chance to practice speaking
8.	The students had difficulties in pronunciation
9.	The activity done in speaking was not interactive or communicative
10.	The students had more writing and reading practice than speaking
11.	The teacher lacked of using media to assist teaching and learning process
12.	The materials were taken from text book
13.	The teaching and learning process lacked of fun activities
14.	The students rarely respond to the English teacher questions in English
15.	The students are only practicing when the teacher came closer to them
16.	The teaching and learning process was monotonous

From the table above, it could be identified that the problems of speaking teaching and learning process came from the students, the English teacher, the teaching technique, the materials, and the use of media. To support the result of

classroom observation and interviews, a pre-test was also conducted to obtain the students' speaking scores on each aspect. The result of the students' pre-test and post-test is fully presented in Appendix H.

## **2. Weighing the field problem**

Since there were many problems in the teaching and learning process, the English teacher and I discussed the problems that needed to be solved soon. The problems were related to the students' speaking skills and the English teaching-learning activity. The students of Grade XI had low speaking skills. This could be seen from the lack of self-confidence that made them reluctant and shy when they were asked to express their ideas in English in front of the class. Moreover, they did not actively participate in the speaking teaching and learning process. Also, they often mispronounced the English words when they were asked to speak English. The problems that needed to be solved soon presented in the following table.

**Table 4.2. The speaking problem that needed to be solved soon**

<b>No</b>	<b>The problems that needed to be solved soon</b>
1.	The students were shy to speak in English
2.	The students were afraid of making mistakes
3.	The students had difficulties in pronunciation
4.	The students rarely respond to the English teacher questions in English
5.	The students did not fully participate in the teaching and learning process
6.	The teaching and learning process lacked of using media
7.	The speaking classroom made the students bored because it was monotonuos
8.	The activity done in speaking was not interactive or communicative

The teaching and learning activities employed by the English teacher were not communicative. The teacher often employed reading and writing activity and she seldom employed speaking activity so that the students had less opportunity to practice their English orally. Besides, the students' involvement in the teaching and learning process was low.

### **3. Determining the actions to solved the problems**

After weighing the field problems based on the urgency level, the teacher and I discussed the field problems that feasible to be solved. Then teacher and I tried to look for the appropriate ways to improve the students' speaking skills. At that time, I proposed games to be used in the actions and the English teacher agreed about it. The English teacher said that so far she seldom used games because she found difficulty in creating games. She also said that she was not creative enough in making some games. Then, the English teacher and I decided to use games and with some consideration that using games could bring new environment in the classroom. Moreover, the students liked games and they felt fun in learning something through games. To support the idea of using games in speaking class, I did interview with 2 students. Here is the transcript.

## Interview 3

Date : 20 November 2010

Venue : XI IPA 1 Classroom

I : “You’ve said that speaking in English is difficult, do you have any suggestion to make it easier to do? What kind of speaking class do you want?”

S3 : “I want to have different speaking practice, Miss. It is not always retell all the time. It’s very difficult to memorize the stories, Miss. There’re so many vocabularies to be memorized”

I : “How about having games? Can it help you?”

S5 : “We like games, Miss. Like when you taught in grade X”

S3 : “It’s true, Miss. Like before when you still taught conversation class, or by having out bond and having practice with foreigners, *hehee*”

R : “Oh, no.. It will cost a lot if you have outing class every month. Is there any suggestion except using games?”

S22 : “It’s up to you, Miss. The important thing is that we’re not doing retelling story again and again.”

After having discussion, the English teacher and I formulated some actions to overcome the problems. There are five actions that were planned as a result of the discussion.

1. Using interactive games during the teaching and learning process of speaking as the main activities to improve their speaking skills and maintain students’ participation
2. Using classroom English to make the students more familiar with the simple expressions used in the classroom
3. Making use of various media in presenting the materials to gain the students’ interest during the teaching and learning process
4. Implementing group work and pair work in doing tasks in the worksheets
5. Giving feedback on students’ pronunciation



Considering the problems above, I proposed to use interactive games in the language and communication focus phase. It was aimed at improving the students' involvement and motivation that led to the students' speaking skills improvement. As the students usually played interactive games in their spare time, making use of interactive games would bring atmosphere of their playing world into the classroom. The interactive games also provided a context related to when and where language functions would be used, therefore, the students were expected to participate actively in the speaking activities and not too shy to speak up their ideas. They were expected to speak confidently without afraid of making some mistakes. Different interactive games with different topic would be introduced to the students and it would be applied to avoid the students' boredom.

Beside of using interactive games, the English teacher and I planned to use classroom English during teaching and learning process. The purposes were to introduce the students to simple expressions used in the classroom and to make the students more familiar with the expressions and would be able to use it later. The English teacher used classroom English for opening the lesson, such as greeting the students, asking students' conditions, and checking students' attendance. English was also used in all the time during the teaching and learning process. The teacher explained the materials in English. She used simple English in order to make the students understood easily what was being explained. The English teacher used classroom English in giving instructions to the students, asking simple questions, and giving comments on students' achievement. In closing the lesson, English was used in reviewing the materials and leave taking.

By having interaction using English, the students were supposed to express their ideas in English spontaneously without feeling shy.

Various kinds of media would be applied during the teaching and learning process. The media would be used in presenting new language functions and in giving listening activities. It was aimed at helping the students in memorizing the new language functions that had been presented and to keep their attention during the activities. The English teacher and I planned to use pictures, real objects, and flash card.

The whole plan is formulated in the course grid in Appendix A. The process of determining the solvable problems was considered valid as it was in line with concept of democratic validity in which the English teacher and I worked collaboratively. In this process, the students and the English teachers were given opportunity to give their opinions, feelings and expectation related to the English teaching and learning process.

## **B. Implementation of the Actions and Discussions**

### **1. Report on Cycle I**

The teaching and learning process of cycle I was conducted in four meetings, interactive games were applied in the language focus phase and communication focus phase to motivate the students to speak and provide them with enough language functions. The use of interactive games was accompanied by the other actions that supported the games roles in improving the students' speaking skills.

**a. Planning**

After formulating the problems and designing the actions, a course grid that could be seen in Appendix A was made to be used in cycle. At first, the English teacher and I selected the standard of competence and the basic competence for the second semester. They chose standard competence and basic competence for speaking and decided to use basic competence number 9.1 and 9.2. Based on those basic competences, the indicators and the purposes of the teaching and learning process were formulated. After the implementation, the students were expected to be able to use the expressions of asking stance and giving stance towards something, expressions of love and sadness and responding the expressions of love and sadness.

Afterwards, the English teacher and I did a discussion to select the materials that would be used. Some of the topics of the materials were chosen from the syllabus that was used by the teacher. They decided to teach three language functions into two different topics. Then, the activities of the teaching and learning process were determined. The interactive games would be implemented in the communications focus stage. It would be supported by other activities that were applied during the previous stage as well. Throughout the teaching and learning process, the English teacher would use various media in presenting the language functions, reviewing vocabularies, giving a model, and encouraging the students to speak. The listening activities were conducted to provide more language input. Those activities in the teaching and learning process aimed at solving the problems that had been identified.

**Table.4.3. The Solvable Problems and the Solutions**

No	Problems	Solutions
1	The students did not fully participate during the speaking activities	Making use various media and implementing interactive games
2	Most of the students were not confident to speak in English	Giving a model, asking the students to practice in pairs, providing context by implementing interactive games
3	The students lacked fluency in using a certain language	Implementing various kinds of interactive games
4	The students had difficulty in pronunciation	Giving a model and providing a lot of practices by implementing interactive games
5	The teaching and learning process was monotonous	Making use of media and teaching aids
6	The students felt shy to speak in English	Implementing interactive games and pair work or group work

In these sessions, the English teacher and I designed the interactive games that were be applied in cycle 1. The interactive games were adapted from various references such as Keep Talking by Friederike Klippel (1984); Elementary Communication Games by Jill Haldfied (1984), Intermediate Communication Games by Jill Haldfied (1990), and Advanced Communication Games by Jill Haldfied (1987); and Games in Language Learning by Andrew Wright et.al. (2006). The interactive games related to the topic and language function were applied in the language focus and communication focus phase. The four games in cycle 1 were ‘Yuck’, ‘Stance Polling Game’, ‘Good News, Bad News’, and ‘Finding a Date’. The games rules could be seen in Appendix D. The photograph

of the games set could be found in Appendix I. The interactive games were designed to provide context for the students to practice the language functions.

Lesson plans were made as the guidance in conducting the teaching and learning process. The English teacher and I decided to use the contextual communicative model of EFL teaching- learning proposed by Prof. Suwarsih Madya in *Developing a Model of Teaching English to Primary School Students*, TEFLIN Journal, Vol. XV, No. 2, 193-229 (2004). There were three main stages in this model. The first one was warming up. In this stage, the English teacher used pictures and also presentation slides in order to attract students' attention. The English teacher also used the pictures to have questions and answer activities leading to the topic would be discussed. The question and answer session in this stage were also used to lead the students' willingness to learn the acquire intended competencies.

After having warming up, the next stage was teaching and learning activities. It was divided into four phases and each phase had different function. The lead-in phase was the introduction of the material, contained some pictures and questions leading to the topic. The content focus or comprehension focus phase contained presentation of input text in the form of recorded dialogue since it was speaking teaching and learning process. After having presentation, the students would do the comprehension tasks, e.g. matching, completing sentences, answering true-false questions based on the dialogues.

The next phase was language focus which contained pronunciation, spelling and structure. The students imitated teacher's model or recorded model in

pronouncing some words or sentences, after that the students would complete words in the lexical web, have quizzes and also rearrange jumbled letters into words. Next, the students would learn structure when they put the verbs in the correct forms and identified the correct sentences.

The last phase of the main teaching-learning activities was communication focus. It dealt with communicative tasks in which the students practice communication using the already learned expressions to realize the language function. It could be done in both semi-guided activities and free activities. The students could play some games and role play in this part. The last stage was closing in which summarizing or reviewing the previous explanation and making the students aware of the usefulness of the skills in using the language function became the main points.

The actions that would be implemented in cycle 1 were formulated as follows.

1. Using classroom English
2. Using interactive games
3. Using media and teaching aids
4. Implementing group work and pair work
5. Giving feedback on students' pronunciation

The plans and the draft discussed above were expected to create the following condition.

1. The students participated actively in the teaching and learning process.
2. The students could use the language functions without being shy or afraid.

3. The students could respond to the language functions appropriately.
4. The students could speak at the normal speech without having many pauses for words.
5. The students could say the language functions in correct pronunciation.
6. They could use the language functions without having many grammatical mistakes.

**b. Actions and Observations in Cycle I**

The actions were carried out four times, on Friday 14<sup>th</sup> January, Saturday 15<sup>th</sup> January, Friday 21<sup>st</sup> January, and Saturday 22<sup>nd</sup> January 2011. The actions were focused on implementing interactive games which required the students to work in small groups and in pairs. In this cycle, while the English teacher implemented the action, I took notes on the back of the class to observe the teaching and learning process. The data during Cycle I was collected through classroom observations and interviews.

**1. Using classroom English during the teaching and learning process**

The classroom English was used in every meeting to make the students more familiar with the English words and expressions. The classroom English was used in some ways, such as in opening the lesson and greeting the students, eliciting the materials that would be learnt, explaining the materials, giving the instructions, giving the feedback, and closing the lesson. As planned before, the English teacher sometimes used Indonesian translation in some difficult aspects, such as in explaining the materials and in giving the instructions of games. Before delivering materials, the English teacher made some rules about using English in the

classroom. She asked all students to speak in English in every talk expressed in English class. At first, the students refused it since some of them could not speak in English well, but the English teacher convinced them that she would help them in finding correct words and expressions to speak up their ideas. Some of them also asked many words to be translated in English. The condition can be seen in the following extract.

..... When the English teacher asked them to speak in English in all expressions used in the class, the students complained the idea and they refused it. Some of them said “Okay, Mam. I will use English but I can only say yes no, no what what *kan*, Mam?” Another student replied “Yes, Mam. It’s very difficult. I can speak English but little little”. The other students laughed at them and the English teacher explained the correct words. She convinced them that she would help them to express their ideas in English, so that they did not have to feel worry about it. She also gave motivation to the students by retelling her first experience speaking in English..... (Appendix F, 14<sup>th</sup> January 2011)

In the second meeting, I observed that there were some students who started to use classroom English in their talks. They even used English in talking to their friends. The English teacher praised them and asked them to continue their game. Meanwhile, in different group, the members always called the English teacher for help. They had difficulty in finding correct some words. They called the English teacher and asked questions in Indonesian. The English teacher shook her head and said “No..no..no, English, please”. Then the students tried to translate the questions in English. This case also happened in every group. When the asked questions to English teacher using Indonesian, the English teacher would not answer them and always said “English, please” or “No..no..no..” by waving her fore finger. This condition happened in all meeting and the students even knew it



very well. Sometimes, they imitated their English teacher if they saw their friends using Indonesian. Generally, during Cycle I the use of classroom English was effective to improve the students' confidence to speak English since there was always two-way communication between the English teacher and the students though sometimes she used Indonesian translation, especially when giving instructions or procedure of the games.

## 2. Implementing interactive games

The implementation of interactive games in Cycle I was conducted in four meetings. The language functions were expressing stance, love, and sadness. In teaching those language functions, the English teacher used the materials in different topics. I had prepared the students' worksheets before the actions and I had discussed it with the English teacher. We decided to teach them using two different topics. The first topic was 'Stay Healthy', used in the expression of stance and the second topic was 'Would you be my girl?' used the expressions of love and sadness. The interactive games were implemented during the teaching and learning process in the language focus and communication focus phase. The description of this action for each meeting is presented below.

### a. 1<sup>st</sup> Meeting

The first action was implemented on Friday 14<sup>th</sup> January 2011. The interactive games implemented for first meeting was 'Yuck' adapted from Intermediate Communication Games by Hadfield. The function of the game was to express feeling. It related to the expression used in this meeting, expressing stance. The approach that was used during the teaching and learning process was a

communicative approach. The game was implemented in the language focus phase, where the students used the structure of expressing stance. The nature of ‘Yuck’ was actually guessing game, but, here I made some modifications in order that the students could guess the mysterious words or phrases by exploring many words related to the expressions of stance in this certain topic. Before implementing the game, the English teacher divided the class into groups since there were 28 students in the class. She explained the instructions carefully in order that the students could understand it clearly since if the students still got confused with the procedure of the game, it would be very hard to get class interaction and the game could possibly be failed. After grouping, there were seven groups in the class which each group had four members. One of them should be the leader of the group. He or she shuffled a pile of card and put it face down in the middle of the table. Then, he or she took the first card and described the picture by using the already learned vocabularies and structure as the clues. The other member tried to guess the words or phrases based on the description. He or she who got the correct words or phrases could keep the cards. Student with the most cards was the winner of the game. After the winner collected all cards, he or she should change it to the other group who had finished the game. They did the same procedure and there should be only one winner in each group. There would possibly be seven or more winners in this game. In this game, the English teacher moved around guiding and helping the students if they had difficulties.

In conducting this game, the students sometimes felt difficult in expressing their ideas. Some of them were very noisy and called the English teacher to help

them. When the English teacher was monitoring the class, she found some mistakes in students' grammatical expressions. Some students said "It make me feel fresh and healthy", "It make me sweating", "It can makes me..." The English teacher correct their mistakes by giving detail explanation on the use of 'It makes ....' and 'It can make....' Then the students understood the explanation and they started to use the correct grammar. I also observed that some students used the expressions of like and dislike; agree and disagree. When they were playing this game, some of them who could not guess words or phrases from the pictures express their ideas using another language function, such as expressing dislike, agreement, and disagreement. They also made the game became more interesting by having discussion and debate on their favourites. The further description of this condition can be seen from the following note.

..... Student5 who was from the fifth group felt annoyed because she could not get even one card from her leader. When she was trying to guess words or phrases in the pictures, she always got wrong. Once, the other members laughed at her and she replied by saying "Oh I'm so sorry, I don't like drinking milk in the morning". Another student asked "Why?" Then she replied "Ya, I don't like to be fat. Drinking milk can make me fat". Student21 said "No..no..I don't agree with you. I think drinking milk can make us healthier and have more energy at school" Student5 replied "Yes off course healthier, but you must know the difference between healthy and fat, right". The other members laughed together and the game continued.... (Field note 3, January 14<sup>th</sup>, 2011)

Some groups also had difficulty in guessing some pictures, especially the picture that showed a man ate a bowl of salad. The leaders tried hard to explain the correct meal but some of them still did not get the right words to describe the intended meal. Some of them even guessed it as '*Lutisan*' instead of 'Salad'. They were confused in guessing the picture because they were not accustomed to eating

salad in their daily activities. Some groups that knew the correct meal teased the other groups and the condition became so noisy. The English teacher tried to minimize the noises by asking a pair of student to come in front of the class to give a demonstration. All students paid attention to them and the further explanation from the English teacher. After that, the game was continued to an end. Some groups actively participated and enjoyed the game, but there was a group which was not as the others. The members did not actively communicate with others and even a student did not pay attention to the leader. The leader also felt difficult in giving clues since he lacked vocabularies about the topic. This condition can be clearly seen in the following extract.

..... When the English teacher was explaining the instructions, I found that some students talked to the others and did not pay attention to the English teacher's explanation. Then, the English teacher distributed the cards and asked them to do the game. They talked loudly to find members. After completing seven groups, they did the game and there was a group which was not as hoped. They could not do the game since they did not know what to do. Furthermore, the leader of the group could not express his idea in English. He lacked vocabularies..... (Field note 3, January 14<sup>th</sup>, 2011)

b. 2<sup>nd</sup> Meeting

This meeting was carried out on Saturday, 15<sup>th</sup> January 2011. The students played 'Stance Poll Game' in this meeting. The game was adapted from Elementary Communication Games by Hadfield. The original name of the game was 'Opinion Poll' but since the expression on this material focused on expressing stance, I changed the name and modified the procedure of the game in order to get more effective result. The game was played in the communication phase of teaching and still in the form of groups. There were four groups in this game and

each group consisted seven students. Each group had different theme and there were four themes, they were healthy food, drink, exercise, and bad habit.

The group with 'Healthy Food' theme should get all information about healthy food proposed by the members of that group by writing down in a list provided by the English teacher. After that one student as the informer should go to the group to be interviewed about the information he or she had. As the informer, he or she could bring the list of healthy food from his or her own group to be shared with the new group. In completing the list, some students were having debate. They had same favorite meals and wrote down same reasons. This also happened in other groups. Some of the members wrote down same drinks, exercises and bad habits. They also put same reasons on it. Knowing this condition, the English teacher tolerated two or three similarities in one group. Thus, there should be four or five different opinions in each category.

In this meeting, the English teacher explained the procedure of the game clearly and she started to explain it when the condition was quiet. When she started to explain the procedure, I observed that there were three students were still talking each other. The English teacher stopped the explanation and looked at them. They did not realize it and finally the other students warned them to be quiet and pay attention to the explanation. The English teacher asked them to keep silent and continued explaining. In order to make the students understand the procedure of the game, the English teacher asked one group to give a demonstration in front of the class. It took more than 10 minutes to give a demonstration before the whole class played the game. When playing the game,

there was a group which had finished completing the list before the others. They should wait for five minutes to get the informer from another group. Some students were very enthusiastic in doing this game since they were familiar with the topic and they could choose their favourite meals and drinks by their own.

This finding can be inferred from transcript below:

I did interview on the action of the second meeting to some students.

- I : “What do you think about the game you did in the English class this morning?”
- S3 : “It was fun, Miss. I liked the game and it was enjoyable.”
- I : “What about the topic? Do you like it?”
- S7 : “Yes, Miss. The vocabularies used in the material were not too difficult because we used it in daily life. I wrote down my favourite food.”
- I : “Was there any difficulty in paying the game?”
- S7&S11 : “Yes, Miss. The procedure was too complicated and some group did not understand it. I should wait until the other group finished their lists.”
- S3 : “Miss, I did not like the theme I got. I got exercise theme whereas I don’t like having exercise.” (Appendix G, January 15<sup>th</sup>, 2011)

Some groups in this game did not seriously do the game. They just laughed and talked to each other when the informer was talking. When the English teacher came approaching them, they started to write down something, but it was not the description from the informer. They wrote down anything based on their own words. I could see it from their worksheet because I always asked the class to submit their worksheet when they had finished doing tasks. Similar condition also happened in another group, the students felt difficult in writing the reasons because the informer did not give clear description. She or he also spoke too fast. As a result, some students just looked their friends’ work in completing their lists during the game. Due to the limited time, each group could only get one informer

whereas each group was supposed to have four informers. Another factor was that the time period in that day had only 40 minutes for each time period.

c. 3<sup>rd</sup> meeting

In the third meeting, the students got different theme from the previous meeting. The theme was about love and the topic was ‘‘Would you be my girl?’’. Since the language function on this meeting was expressing love, the students were asked to play different game from the previous meeting. The game implemented in this meeting was ‘Good News, Bad News’ adapted from Intermediate Communication Games by Haldfield. The game was carried out in groups. The English teacher divided the students into seven groups, four students each. In a group, one student was supposed to deliver good news related to the picture he or she got. The other members should try to reply using reasonable bad news. The student who could deliver reasonable bad news would keep the picture and he or she should take the next picture to give the good news. After the cards were finished, they should wait the other group and change the cards to get a new theme.

In implementing this game, the English teacher always helped the students if they found difficulties, especially in pronunciation. Sometimes, the students mispronounced some words and did grammatical mistakes. For instance, some of them use inappropriate tenses, ‘‘I know you have birthday today, Bro. I gave you this novel for you. Happy birthday, my brother. I love you’’, ‘‘My sis, accept this necklace for you. I know yesterday is your birthday and I forget. I’m sorry’’. They also pronounced the word ‘accept’, ‘novel’, ‘huge’ incorrectly. When the students

were having the game, the English teacher monitored them by approaching their tables group by group to see whether they managed to use the already learned expression or not. All of the students were actively engaged in the activity because each of them got responsibility to reply the news by their own ideas. The English teacher also asked the students to give reasonable bad news to reply the good news. Some groups were very noisy since the students sometimes deliver silly good or even bad news. This condition can be seen in the following extract.

..... Some students in the corner laughed loudly and the English teacher came approaching them. She asked what had just happened because they made a loud noise. One of the students said that some members delivered silly news and made the other laughed. The English teacher came approaching them and Student18 explained that Student28 gave a necklace and ring for his daddy. Then, Student18 gave reason why it could be possibly happened. He said that it was because Student28 took wrong gift in the gift shop, wrong gift in the wrong box for the wrong person. The other members of the group finally agreed Student18's reason and he got the card. The English teacher corrected the wrong pronunciation of the word 'wrong'.... (Field note 5, January 21<sup>st</sup>, 2011)

#### d. 4<sup>th</sup> meeting

In the last meeting in cycle I, the students were asked to do 'Finding a Date' game. I adapted the game from Elementary Communication Games by Haldfield. It was played in pairs. The class was divided into two big groups, group A and group B with fourteen students each. The member of group A should find their partners in group B by having dialogues. The objective of this game was for the two to find a mutually convenient date. In order to do this, they should move around the class and have a dialogue using the expression of love and sadness to find their partners. This game had ever played before in different language



function when they were in the tenth grade. I was their tutor at that time. Therefore the English teacher did not explain it in detail. She told the students that the language function was different. The students had the expression of inviting someone when they were in the tenth grade, and in this meeting they had expression of love and sadness. They did not have a problem with the language function because the topic was very close and familiar to their age. When she told the class that they would have 'Finding a Date' game, the students were very enthusiastic and interested in playing that game. They were very happy since they had experience in it. The evidence can be inferred from this extract.

..... When the English teacher told them that they would have 'Finding a Date' game, the students felt happy. They told the English teacher that the game had already played when they were in the tenth grade. I told them that the expression would be different since in this game they would use the expression of love and sadness. They said it did not matter because they liked the game. They could move around the class to find their partners and they would express their love to their partners....(Field note 6, January 22<sup>nd</sup>, 2011)

The students were very noisy in finishing the game and they tried hard to find their partners to win the game. After six minutes, there were a couple of students who could finish the game and they became the winner. Accidentally, the couple was real couple in the daily activities. They were lovers. The condition of the class was very joyful because of them. In ten minutes, all students finally got their partners. Since there were only 12 males in this class, some girls got girls as their partner. This condition did not bother the activities done by the students at all. They enjoyed the game and sometimes, some of them expressed their great flatteries, especially the boys. After that, the English teacher asked some students

to volunteer themselves to perform the dialogues. There was no student who wanted to perform in front of the class at first, but after the English teacher motivated them by giving a story, there were five pairs who wanted to perform. Due to the limited time, the English teacher said that there were only two pairs to come in front of the class. Five students did '*Hom Pim Pah*' fairly to decide which pairs should perform. As a closing, the English teacher asked the winner to perform their dialogue in front of the class. The boy even gave a rose and a miniature ring from paper for the girl. The class condition was very noisy but the students enjoyed it.

It could be seen from the following extract.

..... Six minutes passed and there was a boy who finally found his partner, a girl and they became the winner. Accidentally, the girl was his girlfriend. They were lovers. The class was very crowded. The others yelled them and they both seemed embarrassed. After that, the game continued and lasted for ten minutes. The English teacher asked the winner to perform in front of the class and the class was filled by yelling and fun..... (Field note 6, January 22<sup>nd</sup>, 2011)

### 3. Using media and teaching aids to assist teaching and learning process

In conducting the teaching and learning process, the English teacher used various media and teaching aids, they were laptop, LCD, speaker, whiteboard, worksheets, workbooks, real objects, and flash cards. The school provided media which could be used, such as LCD projector, whiteboard, and speaker. I had made material presentations using PowerPoint Presentation in order to attract students' interest since the teaching and learning processes were in the first period. The whole materials were presented on the presentation. I put many pictures in

warming-up phase to make the students paid more attention on the materials would be delivered. In presenting the recording, I prepared a speaker. On the first meeting, the recording was good and the students could hear it clearly, but in the next listening part, the speaker was broken. Thus, I borrowed the speaker from the school laboratory. I also prepared attractive games cards. I searched interesting pictures from internet and designed the cards based on the topic. After that, I printed the cards colorfully so that the students would like them. The games cards were like photographs as they were printed on photo papers to avoid damage caused by students' carelessness. Sometimes, the students just folded the cards after using it, but the English teacher always warned them to do it because the games cards would be used again next time. The students' opinions on the using games cards were reflected in the quotation below.

- I : “*Dek*, how was the games cards used during these four meetings? Do you like using them?”  
 S 9 : “Yes, Miss. I like it. They’re colourful and beautiful”.  
 S 11 : “I like them, Miss. The papers were thick and they’re not easily torn”.  
 S 21 : “Why don’t you make them bigger, Miss? Because I think they’re still too small. It will be better if you print them much bigger, Miss”. (Appendix G, January 22<sup>nd</sup>, 2011)

For the students, I created workbooks and also worksheets in order to make them more intrinsically motivated to read and do the tasks provided. The workbooks and worksheets were very effective to maximize the time management since the students did not have to write down the materials and the questions by their own. The teaching and learning process could be effectively done as it targeted since the use of students' workbooks and worksheets really saved time. The students did not waste their time for writing the materials and questions asked

by the English teacher, they could easily read the materials from students' workbooks and do the tasks on students' worksheets. Another advantageous was that I could possibly collect their works and data neatly. The evidence of this finding was portrayed in the interview transcript below.

- I : "What do you think about the use of workbooks and worksheets for your learning, guys?"  
 S3 : "It helped me much, Miss. I did not have to write the materials".  
 S18 : "Yeah, I absolutely agree, Miss. Before you came here, we should take many notes for English because Mrs. Sri always presented the material on PowerPoint Presentation and we should write it down".  
 S14 : "The texts are long, Miss, moreover, before having English, we had Indonesian. (*Hufhh...*) My hands felt very stiff on Saturday".  
 (Appendix G, 21<sup>st</sup> January 21<sup>st</sup>, 2011)

In some meetings, I also provided real objects, e.g. roses, hats, gift boxes, chocolate bar, and mineral water. The real objects could be used as aids to attract students' attention and made them motivated in expressing their ideas. Besides, they could have fun activities and real environment by having real objects. In some cases, the students enjoyed using the real objects, but sometimes they grabbed each other to get the real objects especially chocolate bar and mineral waters.

#### 4. Implement group work and pair work in doing learning activities

To generate interaction among the students in doing learning activities, pair work and group work were adequately implemented during the teaching and learning process. The techniques were implemented in all of the meetings with certain tasks. The students had pair work when the English teacher asked them to

do pair activities, such as acting out a dialogue. Meanwhile, they had group work mostly in playing interactive games and having discussion in certain tasks.

In relation with this, I did interview to some students to know their feeling and their comments when they were asked to work in pairs or in groups. Most of them said they felt comfortable to work in pairs or groups with different genders. Meanwhile, some of them felt awkward when they got partners with different gender in the last meeting. They practiced using expression of love and sadness and some of them did not get partners as they wished. They felt shy to express their love to their partners. It is strengthened by the quotation from the interview with some students below.

- I : “Did you enjoy the activities in pairs and in groups you had?”  
 S8 : “Yes, Miss. I can do the tasks easier by having partner”  
 S14 : “Yes, Miss. I can practice using English in a dialogue with my partner”  
 S20 : “I don’t like it, Miss because I had to express my love to Student12 She is Student10’s girlfriend”  
 S15 : “I felt ashamed, Miss because I don’t like Student12 And I had to express my love to her. All of the students laughed at me” (Appendix G, 22<sup>nd</sup> January 2011)

In relation with speaking practice, the implementation of pair work and group work was very helpful since the students could get plenty of opportunities to speak in English. It could increase the amount of speaking time for individual students. They also said that they could save time in doing certain task by having pairs. Compared with the whole class settings, the students seemed more relaxed to speak English when they worked in pairs or groups. They also liked new class environment where they were able to move around the class in playing games. It

could minimize the students' boredom after having classical class condition. On the other hand, some of them complained the grouping because they felt that it was not fair enough since the students did not want to change their partners. Most of the students chose partners who were close to them. It can be seen from the quotation below.

- I : "What do you think about the implementation of pair and group work in our teaching and learning process?"  
 S7 : "I don't like it, Miss. I always have partner with Student17. He cannot speak English well"  
 S22: "I think the grouping was not fair, Miss. They only chose partners who were close to them" (Appendix G, January 22<sup>nd</sup>, 2011)

#### 5. Giving pronunciation feedback toward the students' performance

During the teaching and learning process, the English teacher always gave feedback on students' performances, especially their grammatical mistakes and mispronounced words or phrases. The English teacher also gave immediate feedback during the teaching and learning process to the students in order to make them aware of how well they performed. The feedback included not only correcting the students' mistakes, but also offering them an assessment of how well they had done during the performance. The way the English teacher gave feedback to the students depended not only upon the kind of mistakes being made, but also on the type of activity the students were taking part in, namely accuracy and fluency work.

When the students made mistakes during the accuracy work, e.g. in learning grammar, vocabulary, and pronunciation practice, the English teacher stopped the activity to correct the mistakes. She explained the correction briefly so that the

students could memorize easily the correct forms. On the other hand, if the students made mistakes during fluency work, for example, in performing dialogues and playing games, the English teacher did not stop it directly since during fluency work, if the English teacher interrupted the activity, it would break students' concentration and attention. She waited for the students until they had finished the activity and then she corrected the mistakes. Some students often made mistakes in pronunciation. Therefore, the English teacher sometimes recorded the mistakes by writing it down and monitoring their performance without interrupting them.

Besides, the English teacher also gave praises to the students who could perfectly complete tasks. She gave praises for the students' efforts in particular accomplishment in order to make the students know exactly what was performed well. She sometimes showed praises by saying "Good", "Well done, class", "Nice", "Great job", "You're doing it very well", and showed her thumbs up. After giving feedback, the students could know exactly what was performed well and in which part they had made mistakes. The most important thing was that they knew which the correct one was, and then they could make much better accomplishment in the next meeting. Furthermore, by giving praises accompanied by non-verbal language, the students seemed very happy and became more motivated to do more accomplishment.

### **c. Reflection of Cycle I**

After implementing the action, the English teacher and I held discussion to evaluate the actions done in cycle I. In the discussion, we analyzed the data from

the observation and interviews collected during the teaching and learning process. As mentioned in Chapter III, the evaluation was needed to fulfill the democratic and dialogic validity. The students, the English teacher, and I had an equal opportunity to express their ideas, opinions, and feelings to the action. Followings were the results of the reflection of the actions that had been implemented in the first cycle.

#### 1. Implementation of classroom English in the teaching and learning process.

The implementation of the classroom English was successful and effective in improving the students' speaking skills and making them more familiar with the English words. Moreover, it could increase the students' opportunities to speak English in the class during the teaching and learning process. As often the English teacher spoke in English, the students were also encouraged to respond in English. The use of classroom English for the next cycle would be maximally implemented in order to make the students can speak English with each other more frequently during the lesson. Sometimes, the English teacher combined the use of English and Indonesian since not all students could catch easily the information in English. She used very clear and slow English especially when giving instruction of games. She also often repeated words or phrases more slowly using simpler paraphrases accompanied by the use of gesture and non-verbal expressions.

In this cycle, the use of interactive games and accompanying actions had made some improvements. The first lied on students' participation in speaking activities. The students were enthusiastic to join the activities and to practice speaking. They used the language functions through the games. Moreover, the use



of games could also sustain the students' interest in speaking practice until the end of activities. In other words, the students' participation was improved. The improvement on students' participation was in line with their progress on their confidence to speak in English. The students' confidence was better than before.

## 2. Implementation of interactive games as the main activity in the teaching and learning process to improve students' speaking skills

The implementation of interactive games was quite effective for speaking practice. The students had plenty of opportunities to practice speaking in real communication under fun and relaxed environment. The students also became more encouraged to speak English confidently, especially to say the already learned expressions. The games played during this cycle were using interview and guessing games. Thus, in the next cycle, the English teacher and I agreed to use more various games to courage students to be self- motivated in speaking English. The implementation of games should be accompanied by very clear instructions and a sample of demonstration in order that the students could run the games smoothly. The way of demonstrating how to play the games by involving all the groups would be still used for the next cycle since it was really effective to assure that all the students watched and at the same time followed the instructions correctly in their own groups.

## 3. Implementation of teaching aids and media to assist the teaching and learning process

The implementation of teaching aids and media was effective to attract and keep the students' attention to the lesson. The use of PowerPoint Presentation in

presenting the materials was very helpful for the students to help them comprehend the materials more easily and actively involved in the lesson. Meanwhile, the use real objects and flashcards could effectively help the students contextualize something they learned more easily. In addition, when they had speaking practice using flashcards, they found it easier to say the already learned expressions. They also found it interesting and enjoyable since they faced daily life topic and problems so that they could refer the materials in their daily life activity. The students felt easier in understanding the materials since they got work books and also worksheets. They did not have to write down notes during the teaching and learning process as they already had the workbooks and worksheets. By giving those workbooks and worksheets, it would save much time and the teaching and learning process could run effectively without wasting time. The use of teaching aids and media would still be maximally implemented for the next cycle by providing the students with more various and interesting teaching aids and media.

#### 4. Implementation of group work and pair work

By having group work and pair work, the students could be motivated to speak English in front of their friends. They could practice speaking in pairs first and the next to small group and the last was in front of the whole class. The implementation of group work and pair work was effective since it could also encourage students' interaction in doing learning activities. By putting them into pairs or groups, especially in speaking practice, the amount of speaking time for individual students increased gradually. Furthermore, compared with classical

class settings, the students seemed to be more relaxed to speak English when they worked in pairs or groups. However, it seemed that the students preferred working in pairs and groups with their close friends. It made the group work seemed to be monotonous. Therefore, the English teacher and I needed to make some variations in organizing group work in the next cycle.

#### 5. Giving pronunciation feedback to the students

The English teacher always gave feedback on the students' pronunciation after they had dialogues so that they did not make the same mistakes. In giving the feedback on the students' pronunciation, the English teacher did not always point out on a student's single mistake so that it did not make her/him shy. She often brought the mistake into class so that the other students could try to correct the mistakes. It would encourage students' willingness to deliver their ideas on the correct pronunciation and at the same time it could also increase their motivation to participate in the learning activities. In some cases, the English teacher gave immediate feedback directly to the students if they did mistakes in grammar. Meanwhile, in pronunciation, she waited the students finishing their dialogues before giving pronunciation feedback.

#### **d. Summary of Reflection of the Action Implementation in Cycle I**

The interactive games during Cycle I were implemented as the main activity in the teaching and learning process. It required the students to work in groups and in pairs. Besides implementing interactive games to improve the students' speaking skills, the English teacher and I used some accompanying actions such as using classroom English, implementing the use of teaching aids and media,

using group works and pair work, giving rewards, and giving feedback on the students' pronunciation. In summary, the reflection of the implementation of those actions could be seen in Table 4.4.

**Table 4.4. Result of the Reflection of Cycle I**

<b>Components</b>	<b>Result in the Reflection</b>	<b>Conclusion of the Action</b>	<b>Recommendation for Cycle II</b>
Classroom English	Classroom English was successful in improving the students' speaking skills and make them more familiar with the English words and phrases	The classroom English would be sustained to be used in Cycle II with improvement	Gestures, pictures, and mimics would be maximally used to reduce the translation into Indonesian
Interactive games	The implementation of interactive games was generally successful in improving the students' speaking skills and involvement. Most of them had actively engaged in the activities. The use of interactive games could maintain students' motivation to practice speaking. They could use the language functions in the provided context in the interactive games. On the other hand, while playing games, some students did not speak English to each other with intelligible pronunciation and often	The interactive games would be sustained to be used in Cycle II with some variations and modifications	a. The interactive games should provide clearer context to make the students use the language functions as if they were in real situation

	got speaking problems in communication		
Group work	The implementation of group work in Cycle I was successful in improving the students' involvement in the teaching and learning process. However, the students preferred working in one group with their close friends. They did not give opportunities to expand their group with other members	The implementation of group work would be sustained to be used in Cycle II with improvement	Making some variations in grouping the students
Pair work	The implementation of group work in Cycle I was successful in improving the students' involvement in the teaching and learning process. Most of them were actively participated in their pairs. Besides, by having pairs, they could practice dialogues more frequently	The implementation of pair work would be sustained to be used in Cycle II	-
Using teaching aids and media	Teaching aids and media were helpful during the teaching and learning process. The students could understand the materials more easily. They were also encouraged to give	The use of various teaching aids and media would be sustained to be used in Cycle II	a. In the lead- in phase, the presentation should be clearly seen from the back rows

	responses in English. Besides, the use of teaching aids and media could attract students' interest so that they could be motivated in expressing their ideas in English		b. The recording should be clearly heard from the back rows
Feedback	The implementation of the researcher's feedback on the students' pronunciation was effective in improving the students' speaking skills and they were very enthusiastic to know the correct pronunciation of some English words.	The implementation of feedback would be sustained to be used in Cycle II.	a. Giving feedback on students' performances in the form of verbal praise and positive encouragement b. Giving reward to the students to encourage them to speak in front of the class

The explanation above shows that the result of cycle I was valid because it was in line with the concept of dialogic, process, and outcome validity. It meant that there were some improvements and weaknesses after the implementation of the actions which was supported by some data in the form of vignette and interview transcripts. In addition, the results were said to be reliable because there were more than one observer in gathering the data. It was in a line with the concept of research triangulation.

## **2. Report on Cycle II**

### **a. Planning**

Based on the findings of Cycle I, the English teacher and I planned some efforts as actions to solve the problems that were still found in the implementation of the actions in cycle I. In order to solve those problems, the English teacher and I would still use the similar activities to those in Cycle I, such as using interactive games, maximizing the use of classroom English, asking the students to work in group and pair, using teaching aids and media, and giving feedback. However, the implementation of classroom English by Indonesian translation was improved by using gestures, mimics, and clearer non-verbal language. Besides, there were some new actions such as giving pronunciation drills before implementing various interactive games and asking students to bring dictionary in order to check their pronunciation easily by themselves were added in this cycle. The efforts were described as follows:

1. Maximizing the use of classroom English during the teaching and learning process

As the implementation of classroom English in Cycle I was successful to increase the students' opportunities to speak English, the English teacher and I decided to use it in Cycle II. However, different from the previous cycle, in this cycle the English teacher would maximally use classroom English accompanied by gestures, pictures, and mimics to reduce words translation into Indonesian. It made the students understand the words and phrases easily so that they did not

depend on the Indonesian translation. The English teacher planned to use classroom English in several functions, such as to open the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instructions of the activities, to give feedback on students' performance, and to end the lesson.

## 2. Implementing various interactive games that met students' need and interest

In this cycle, the English teacher and I planned to implement more various interactive games that meet students' interest and needs, including in line with the next materials. There were four interactive games played during this cycle, there were 'Silly Questions', 'Infotainment Reporter', 'Everyday Problems', and 'Meet Mate'. By implementing various interactive games, the students were hoped not to be bored of the activities so that in the end of the cycle, their speaking skill could be improved. These games would involve the students to work in groups and in pairs.

## 3. Making some variation in grouping students

By implementing group work and pair work, I found that the students became more effectively practice to speak in English. In the previous cycle, the students enjoyed having group and pair work. They could share their works with their partners and their group. This could extend their self-confidences to speak in English frequently. Since the students preferred to work in group with their close friend, there was a gap between them. The English teacher and I agreed to group them through random selection to avoid the gap.



#### 4. Maximizing the use of teaching aids and media

As the use of teaching aids and media was successful to attract students' attention and assisted the teaching and learning process, the English teacher and I agreed to maximize the use of this action. In the cycle II, the Power Point Presentation and the recording would be clearer. In making flash cards and students' worksheet, I used better and more various media in order to make the students more motivated and interested in the materials. The English teacher also asked the students to borrow dictionaries from library in each meeting to help them understanding the difficult vocabularies and also to check their pronunciation.

#### 5. Giving feedback on students' performances in the form of verbal praise and positive encouragement

In giving feedback to the students on the teaching and learning process, the English teacher and I planned to make variation on giving them verbal praise and positive encouragement. This action was aimed at increasing students' self-confidences in speaking English and also appreciating their works. The students would be more encouraged to do better accomplishment if the English teacher appreciated their previous works.

#### 6. Giving rewards

The English teacher and I planned to give rewards in the form of points and stickers for the students who wanted to perform their work in front of the class voluntarily. This action was planned based on the findings in the previous cycle revealing that most of the students were still shy and reluctant to perform their

work in front the class voluntarily. Therefore, by giving rewards, I hoped that the students would be more enthusiastic to come in front of the class performing their works.

The comparison of the actions between Cycle I and Cycle II could be seen in Table 4.5.

**Table 4.5. The comparison of the actions in Cycle I and Cycle II**

<b>Cycle I</b>	<b>Cycle II</b>
Using classroom English	Maximizing the use of classroom English effectively during the teaching and learning process including using appropriate gestures and mimics
Implementing interactive games	Implementing more various interactive games that met students' need, interest and in line with the intended materials
Implementing group work and pair work	Making some variation in grouping the students in the form of random selection
Using teaching aids and media	Maximizing the use of various teaching aids and media, including make better presentation, flash card, students' worksheet and ask students to borrow dictionaries from library
Giving feedback on the students' pronunciation	Giving feedback on students' performances in the form of verbal praise and positive encouragement
-	Giving rewards to the students who wanted to perform their work in front of the class voluntarily

#### **b. Action and observation in Cycle II**

The actions were conducted four times, on Friday 4<sup>th</sup> February, Saturday 5<sup>th</sup>, Friday 11<sup>th</sup>, and Saturday 12<sup>th</sup> February 2011. There were two different topics taught for each of two meetings. The topic for the first and second meeting was

‘Laugh or Blush’ with the language function of expressing embarrassment. Meanwhile, the topic for the last two meetings was ‘I Can’t Take this Anymore’ which focused on the language function of expressing anger and annoyance. The actions were focused on implementing interactive games to improve students’ speaking skills. Same as the previous cycle, the English teacher took a role as the main teacher in the classroom, while I myself took a role as collaborator and observer. Each of the implementation of the action is presented as follows.

1. Maximizing the use of classroom English during the teaching and learning process

In cycle II, classroom English was maximally used during the teaching and learning process effectively in order to make the students more encouraged to communicate with other easily using English during the lesson. The English teacher expressed her ideas in English slowly, so that the students became more motivated in responding it in English. The English teacher used classroom English in the whole learning process including when she explained the procedure of the games. In running the lessons, the English teacher used English as often as possible including presenting and explaining the materials, giving instructions, and asking questions. She also used appropriate gestures, mimics, and pictures to avoid Indonesian translation. Sometimes, if the students could not catch clearly what the English teacher said to them, they asked her to repeat it. In this way, the English teacher used different and simpler words. The students felt enjoyable by having this action since when they found some new vocabularies, they would try to guess what it is. Sometimes, the class condition became more fun when the

students did not get the intended meaning and they should guess what their English teacher meant by having clues. After they could guess it, they felt very satisfied and more motivated in learning English.

Futhermore, the English teacher also asked the students to lead opening and closing prayer in English in turns. When the students tried to ask questions in Indonesian, the English teacher wrote down in the white board ‘ENGLISH PLEASE’ with capital and bold letters. Some students also mixed their language among Indonesian, Javanese, and English when they had difficulties in expressing their ideas.

2. Implementing various interactive games that met students’ need, interest, and in line with intended language function

In each meeting in this cycle, the students played different games from the previous cycle, however, there were two games which had similar procedure as the games in cycle II since the students felt very enjoyable having those games and they could use English as if they were not in the classroom, learning English. In order not to make the students felt bored, I made some modifications and variation on those games, so that the students got new environment in the classroom. Each of the implementation of the games is presented below.

- a. 1<sup>st</sup> meeting

The first meeting of Cycle II was conducted on Friday, 4<sup>th</sup> February. The game played in this meeting was ‘Silly Questions’ adapted from Klippel’s Keep Talking. I did some modifications in this game to meet suitable terms on the intended language function since the game was for expressing embarrassment.

The students were divided into two groups and given guidelines sheets for interviewing. The questions provided in the sheets were as clues to have interview to their partners. Each student should complete at least seven points on the interview guideline. When the English teacher was explaining the rule of the game, the students did not feel confused as they had ever played the similar game in the Cycle I. Some of them even said that it was not interesting since they had already known the game, but the English teacher replied that the game was not the same as previous game since there would be some modifications and the language function was different as well.

This game was played in the language focus phase after the students got comprehension and language practice. Before opening the lesson, some students asked the English teacher what kind of new game they would play on that day. They were looking forward to playing new game. When the English teacher told that they would play 'Silly Questions', they were getting confused since they did not know the term 'Silly'. One of them asked the English teacher to write down the term on the whiteboard and some of them tried to translate it in Indonesian. The rest of them opened their dictionary and finally found the meaning of the word.

After the English teacher explaining the term, the procedure of the game, and giving pronunciation drill, she asked a pairs to demonstrate the game in front of the class. She asked them voluntarily and there were seven pairs who wanted to come in front voluntarily. After having demonstration, the students played the game and some of them felt very disappointed since they did not get pairs as they

wanted. There were two big groups consisted of fourteen students each, therefore the students who became the interviewer should collect information as they could to complete the guidelines. In ten minutes, some students had completed their guidelines and five of them still looked for the interviewees. The English teacher stooped the activity and changed the students' positions, the students who became the interviewers should be the interviewees and vice versa.

b. 2<sup>nd</sup> meeting

In this second meeting in cycle II, the students had 'Infotainment Reporter' as the game played in the communicative phase. The language function used in this game was still the same as the previous meeting, which was expressing embarrassment. The game needed about 15 minutes to complete the guidelines. The students would form groups to play this game. There were seven groups in the class and they sat close each other while some of them stood up in the corner of the class. When the English teacher came to class, the leader of the class stood up and led the others to have a prayer in English. The English teacher smiled and gave them praise and two thumbs up for the opening. Same as the previous meeting, they wondered about the game would be played in this meeting. The English teacher told them that the focus of English lessons so far was not only the games played inside the classroom but also the understanding of using language functions and expression they had learned. They felt shy after the English teacher said that. After explaining the materials, the English teacher asked the students to complete the exercises and submit their works before she came back. She needed to leave the class for 10 minutes. During 10 minutes, I looked around trying to

help the students finishing their exercises. They could finish it in 8 minutes as they had already familiar with the terms of expressing embarrassment.

After the English teacher came, they were ready to have a game. They said that they had finished doing the task and ready for the game. The English teacher explained the procedure and asked a group to demonstrate the game. The students were enthusiastic in noticing the demonstration since the groups was consisted of four most handsome students in the classroom. They were interested in the demonstration. After that they played the game in their own groups and it lasted for 15 minutes. One student in one group became the artist who would be interviewed by the rest three students. In group 5 as the liveliest group, Yasmin was very happy after she took a role as an artist, so that she was interviewed. She told the group that she had embarrassing experience in *Amplaz (Ambarukmo Plaza)*. I recorded the group conversation and the conversation can be seen as follow.

- S22 : “As an artist, can you tell us about your experience visiting Jogja?”  
 S27 : “Yes, of couse. I did my trip in Jogja last month and visited Amplaz in the afternoon.”  
 S20 : “Did you have a show there?”  
 S27 : “No, I went around Jogja to have a vacation. I need to have lunch so I went to a restaurant in *Amplaz*. You know-*lah ya* as an artist *gitu lho*.”  
 S23 : “Then what happened?”  
 S27 : (*She stood up*) “I went for a walk at a moment and everybody looked at me, of course because I’m beautiful.” (*She was modeling it*). After that, my assistant came and told me that I haven’t put off the price tag on my dress, *heheee*.”  
 S23 : “Oh My God”  
 S27 : “ Yes, I was embarrassed at that moment, but it’s ok. I’m an artist *gitu loh*h.”

After hearing what had just said by Student27, all of member of the group laughed at her loudly and told Student27 to join a casting to be a real artist in real world.

c. 3<sup>rd</sup> meeting

The game played in this meeting was 'Everyday Problems'. It was adapted from Keep Talking. In this meeting, the students had the expression of anger and annoyance as the main material. I provided them some flashcards containing some situations related to their daily problems and they should work in group to win the game. After the English teacher explained the material, she told the class about the procedure of the game and as usual she asked a pair to demonstrate it. There were four groups in the classroom consisted of 7 students each. One group stood up in a line and the leader was the one who was in front of the whiteboard. Then, the English teacher shuffled 4 piles of cards and distributed them to each line. When the English teacher counted up to 3, the leader could take the cards and start to ask questions to the one behind him. This question and answer session should be finished as fast as possible. The students who could not answer the questions or answer the question illogically would be soon eliminated from the group and it meant that the group was eliminated as well. The winner of the game was group that could finish question and answer session first.

There were 10 flashcards on a pile of cards and the students should completely ask questions about the pictures, while another member who stood up behind him should answer it correctly. The English teacher monitored them and said that they still had much time, they did have to be in a hurry. Sometimes, the English teacher smiled and shook her head knowing funny answers by the



students. She moved forward and gave them correct pronunciation and diction. Some of them were in hurry to say in English since their friends forced them to finish it soon in order to be the winner. After 5 minutes, the English teacher stopped the game and said that the game for that day was in a mess since it was very crowded and the students focused on winning the game, not completing the intended expressions instead. Therefore, the English teacher repeated her explanation and said that the game was played once more and the aim was not to find the winner. The students felt disappointed and kept continuing the game in better condition. Ten minutes later, the English teacher stopped the game, but the last group insisted to continue the game since they had not finished it yet. Moreover, another group told the english teacher that they still wanted to repeat the game since they wondered their friends answers. They laughed at funny answers and enjoyed having the game as they could express their feeling in fun circumstance. The English teacher said that the time was up for the game as she should review the difficulties faced by the students and also check the students' understanding on the material given.

d. 4<sup>th</sup> meeting

In this last meeting, the students had 'Meet Mate' game adapted from Elementary Communication Game by Haldfield. I made some variation on the procedure of the game. In this game, the students should find their mate based on the situation given in the flashcards. The class divided into two, consisted of 14 students in each group. Group A should find their mate in Group B by having a dialogue based on the flashcards. When the English teacher was explaining the

procedure of the game, one student said that they had ever had the similar game. The English teacher said it was different since the language function different as well. They would have different procedure. The students paid attention to the English teacher explanation. They were enthusiastic to have the latest game since they had already known that on that day, it was the last time I designed games for them.

Moreover, the situations on the flashcards were not only filled with sentences but also some pictures. It could redirect students' attention and reduce the students' boredom. In playing the game, some of them just kept silent after they found their partner, however, the rest were very eager to speak in English. They extended their conversation topic and talked in English about their daily problems.

### 3. Making some variation in grouping the students

In the previous cycle, the English teacher asked the students to make groups based on their own choice. However, this selection was not effective since most of them likely had their close friends as their groups. It could make a gap among the students and the members of the groups were also formed monotonously. The implementation of grouping the students in the teaching and learning process was intended to generate interaction among the students in doing learning activities. It was also aimed at giving more opportunities for the students to practice speaking in English with their friends. In this cycle, the English teacher made variation in grouping the students. It was in the way of organizing the members of the groups.

When the activity in the classroom needed group's activity, the English teacher asked them to choose their group by having random selection. It meant

that when there should be 4 groups, the English teacher asked the students to say number from 1 to 4 or say letter from A to D. After that, the English teacher asked all the A's to form a group, while B's also formed a group and so forth for the rest. By grouping through this random selection, the students felt happy as it was fair for them and they could have different partners in each meeting. They also tried to help each other if some of them made mistakes or mispronounced some words.

#### 4. Maximizing the use of various teaching aids and media

The use of teaching aids and media was very effective to help the students to be more engaged and motivated to learn speaking in English. It also aimed at attracting students' attention during the lesson. In this cycle, the English teacher used teaching aids and media maximally, such as the use of dictionary and references books from library. In every meeting in cycle II, the English teacher asked the students who were in duty to borrow some dictionaries from the library so that the students did not make more mistakes in expressing their idea. It could also increase students' curiosity in finding the meaning of some new terms presented in the material. Besides, I also provided her with clearer and livelier Power Point Presentation. I prepared more qualified speaker in order to make the students from the back rows could easily hear what the speakers said. For the flashcards, I also designed more various flashcards filled with sentences and also colourful pictures. Those variations could make the students learn English effectively.

5. Giving feedback on students' performances in the form of verbal praise and positive encouragement

The implementation of giving feedback on students' pronunciation in Cycle I could stimulate students to be more actively engaged in the learning process. Therefore, in this cycle, the use of feedback would be maximally implemented by having variation in giving verbal praise and positive encouragement. By giving verbal praise, the English teacher had encouraged them to be more motivated in speaking in English. The English teacher gave verbal praise in the form of gestures and non-verbal language. Besides, she always praised the students after they had a practice.

6. Giving rewards

Regarding the findings of Cycle I that some students were still reluctant and shy to perform their work in front of the class voluntarily, the English teacher and I agreed to provide some rewards to make the students more enthusiastic to perform their work voluntarily. The rewards were given in the form of points and stickers. The English teacher told the students in every beginning of the lesson that she would give a point to the students who wanted to perform their work voluntarily. During this cycle, this action could make the students more enthusiastic to perform their work in front of the class.

### **c. Reflection of Cycle II**

After completing the second cycle, the English teacher and I had a discussion to make reflection of cycle II. Besides, I also interviewed the students about their

opinions of the actions. From the implementation of the actions above, some findings were described as follows:

1. Using classroom English during the teaching and learning process

The implementation of the classroom English was effective to improve the students' speaking skills and make them more familiar with the English words. Moreover, it could increase the students' opportunities to speak English during the teaching and learning process. To make the students more familiar with the English words, the English teacher tried to paraphrase and used synonyms of the English words such as in giving the eliciting questions and in giving the instructions. She also used simpler and shorter terms accompanied by gestures and mimics to encourage students' curiosity on difficult vocabularies. When the students found difficulty in understanding what the English teacher said, she tried to repeat the questions in simpler expressions so that they could respond to the English teacher's questions.

In this cycle, the English teacher and I found that the students were already familiar with some English words in different language functions. Moreover, some students, such as Student14 and Student11 stated that they understood the English teacher's explanations and instructions of the activities and games in English.

2. Implementing various interactive games that met students' need, interest, and in line with intended language function

The implementation of various interactive games was successful in improving the students' speaking skills and motivation. Besides, by giving various

interactive games, the students' opportunities to speak English in the class could be increased since they had more time to practice speaking not only with their partners, but also with their groups. Those were in line with Spratt's (2005) statement that the students have to be given more opportunities to practice speaking and produce it in the spoken form. In addition, Brown (2001) and Harmer (2007) state that games can provide more opportunities to speak in fun and enjoyable circumstance. It also can make students participate actively during the teaching and learning process. In the first meeting of Cycle II, all of the students played the game happily. They enjoyed the game and some of them asked the teacher to give them more time to play the game twice. The English teacher also said that though the game had already played in cycle I, the students enjoyed it since they obtained new modification in its procedure and the new language function as well. Besides, from the students' point of view, some students liked this first meeting's game. Student21 said that she liked and enjoyed the game. Moreover, she liked the game because she could get some new vocabularies. In line with Student21, Student25 and Student26 also liked the game as they could obtain some information from their friends especially their embarrassing moments.

In the second meeting, the implementation of interactive game was also effective in improving the students' speaking skill and involvement in the teaching and learning process. This could be inferred from the following extract.

... In this game, all students had been actively engaged and communicate actively in their own groups. Moreover, there was no student who just kept silent, as found in the previous cycle. Though, some students still had problems in choosing dictions, some of them still paused too long in

speaking because they needed to find appropriate diction, the conversation in each group ran well. (Field note 10, February 12<sup>th</sup> 2011)

Besides, the game played in this meeting needed to be played in group, this made the students became more confidence in expressing their ideas and they did not felt afraid in doing some mistakes since all members of the group would help him.

In the third meeting, the interactive game was implemented in groups. The students looked forward to playing the game since the procedure and the language function were different from previous meeting. They enjoyed the game and tried hard to finish it to be the winner. Besides, the English teacher said that in this meeting, the students' speaking skills improved significantly than the previous meeting. The students stated that they liked the game because it was enjoyable and they should work in groups to finish the game and became the winner even though the English teacher said that in this game there was no winner since the students were very hurry in finishing the game and forgot the aim of the game implementation. The English teacher added that the students became more encouraged in speaking in English since some of them tried to open and close conversation using correct expression and pronunciation.

In the fourth meeting, the interactive game was successful in improving the students' speaking skills. In this meeting, the students liked the game. The members of the first group said that they liked the game because that game was enjoyable. One of the them said, 'Yes my speaking ability had improved because we were always asked to act out dialogs'. Meanwhile, another student stated that now she could act the dialog out more fluently since he often practiced asking and

answering questions whether it was in groups or in pairs. The English teacher also claimed that the students' self-confidence improved and their English was more developed and they started to extend the topic of the conversation. Furthermore, based on the observation, the students were very enthusiastic to do the game. All of them also had actively participated in finishing the task. They seemed happy with the activities.

Student said that the game was enjoyable because she could share the information with their friends and her speaking skills improved on the aspects of vocabulary, pronunciation, grammar, and the English knowledge. Meanwhile, Hakim said, 'I liked the game because I could go around the class and find my partner to win the game. I should try to speak with 5 students before finally I found my partner. My vocabulary also improved'.

### 3. Making some variation in grouping students

By having random selection in grouping, the students felt fairly treated by the English teacher. They liked the variation as they could have different members of group and it would help them to be more cooperative. The English teacher also stated that this idea was fair and it could reduce gap among them. Student7 added that he was very pleased to have this random selection grouping. He could be one group with Student5 and Student14, the smartest students in the class. Student5 helped Student7 in correcting pronunciation and Student14 also did the same.

### 4. Maximizing the use of various teaching aids and media

The students became more interested in the teaching and learning process as they get work book and worksheet. They did not have to write down the English



teacher explanation and they could focus on the material. In this cycle I made some improvements on the use of teaching aids and media. I designed more colourful and more interesting flashcards in order to attract students' attentions. In each meeting, the English teacher also asked the students to borrow dictionaries from library. They said it could make them find the difficult words easily.

#### 5. Giving feedback on students' performances in the form of verbal praise and positive encouragement

The implementation of giving feedback on the students' pronunciation and performances in the form of verbal praise and positive encouragement was successful in improving the students' speaking skills. The students were very enthusiastic when the English teacher told them about the right pronunciation of some words and when they imitated what the English teacher said about the right pronunciation. It could be inferred from the following extract.

... Then the English teacher gave feedback on those three students' performances and gave the right pronunciation. Besides, the English teacher checked their pronunciation on the pronunciation of the words: *experience, awesome, would, because, laugh* and *during*. All of the students were very enthusiastic when the English teacher asked about the pronunciation of those words and when they imitated the English teacher's pronunciation. Besides, the English teacher also gave the students praise and encouragement after they spoke in front of the class. The students were appreciated and they encouraged to do better improvement (Field note 10, February 12<sup>th</sup> 2011)

#### 6. Giving rewards

The implementation of this action was successful in improving the students' involvement during the speaking teaching and learning process, especially in improving their motivation to perform their work in front of the class voluntarily.

After the English teacher implemented this action, the students became more motivated to perform their work in front of the class voluntarily. For instance, in the first meeting, there were three students who wanted to perform their work in front of the class voluntarily; who were Student14 and Student28. Actually, there were some students who wanted to perform their work in front of the class, but due to the limited time the English teacher only chose three of them. One of the students who did not get the opportunity to come in front of the class, Student27 said that she was a little bit disappointed and she wanted to perform the work next time. Meanwhile, Student11 and Student2 who got the opportunity to perform her work said ‘Yes we was very happy, because we could come in front of the class and got stickers, so far the English teacher never gave us stickers’.

#### **d. Summary of reflection of the action implementation in Cycle II**

Based on the reflection above, the English teacher and I agreed that the interactive games and its accompanying actions in Cycle II were successful in improving the students’ speaking skills. The summary of the implementation of those actions were as follows.

1. The implementation of classroom English by using some English synonyms and paraphrases during the teaching and learning process was successful in improving the students’ speaking skills and in familiarizing them with the English words. They were accustomed to talking with their friends using appropriate opening and closing conversation expression. Besides, it was effective to increase the students’ opportunities to speak English.

2. The implementation of various interactive games that met students' need, interest, and in line with intended language functions was successful in improving the students' speaking skills, motivation, and involvement during speaking teaching and learning process. Most of them had actively engaged in the activities. All students took part in the learning process and they participated in the whole complete tasks actively. The students also wanted to perform their dialogues in front of the class voluntarily.
3. The implementation of grouping students was successful in improving the students' speaking skills and self-confidence in speaking in front of the class. They were familiar in new vocabularies and they could deliver their ideas in correct pronunciation. Since the grouping was in the form of random selection, the students who often mispronounced some words could get feedback from their partners. The random selection model could also decrease gap between the students who were fluent in English and they were who often mispronounced some words. Moreover, some students were able to do conversations spontaneously using appropriate ways, such as having greeting, opening, and closing conversation.
4. The implementation of various teaching aids and media was successful in attracting the students' attention in presenting the materials. The use of interesting and colourful flashcards was also successful to make the students motivated in creating a dialogue.
5. The implementation of giving feedback on the students' performance in the form of verbal praise and positive encouragement was successful in

improving the students' motivation to speak in English during the learning process. Moreover, it could improve the students' enthusiasm about the correct pronunciation and diction of some expressions.

6. Giving reward to motivate the students

The implementation of giving rewards the students was successful to motivate the students to do better accomplishment. They became more motivated after the English teacher gave them points and stickers when they came in front of class to perform their works. This also could increase students' self-confidences as they were proud of themselves after being given rewards by the English teacher.

Regarding the findings of Cycle II that all actions were successful in improving the students' speaking skills and the objectives of the research were achieved, the English teacher and I agreed to end this research in this cycle. In summary, the differences in speaking teaching and learning process during Cycle I and Cycle II could be seen in Table 4.6.

**Table 4.6. The differences in speaking teaching and learning process during Cycle I and Cycle II**

Before the Action	After Cycle I	After Cycle II
The students were shy and reluctant when they were asked to express their ideas in English in front of the class.	Some students were still shy and reluctant when they were asked to express their ideas in English in front of the class.	Most of the students were confident and enthusiastic to express their ideas in English in front of the class.
The students were not familiar with some English words.	Some students were still not familiar with some English words so that there were some	The students were familiar with the English words and expressions without much Indonesian

	Indonesian translations.	translation.
The students often mispronounced English words.	Some students still mispronounced some English words.	Most of the students had rarely mispronounced the English words.
The students were not actively engaged in the speaking teaching and learning process.	There were still some students who were not actively engaged in the speaking teaching and learning process.	All of the students were actively engaged in the activities during the speaking teaching and learning process.

### C. Pre-test and Post-test of the Students' Speaking Ability

As has been stated before, the implementation of interactive and its accompanying actions were successful in improving the students' speaking skills during two cycles. That finding could be inferred from the observations of the teaching and learning process, the interviews with the students and the English teacher. Besides, it was also supported by the result of pre-test and post-test of the students' speaking skills. The English teacher and I conducted the pre-test on Saturday, January 8<sup>th</sup>, 2011. The language functions of the test were expressions of relief, pain, and pleasure. In this speaking test, the students were asked to create a dialogue based on the situation they had already chosen and they were allowed to bring paper but they could not read the paper all the time. They had to perform a dialogue in at least 2 minutes long.

Meanwhile, the post-test was conducted on Friday, February 18<sup>th</sup>, 2011. The language functions of the post-test were expressions of stance, love, sadness, anger, annoyance, and embarrassment. The students were asked to create a dialogue based on their own choices. Moreover, they were not allowed to bring

any paper and they had to hold a conversation in at least 2 minutes long. To assess the students' speaking skills in pre-test and post-test, the English teacher and I used a rubric which involved four aspects of speaking, such as phonological skill, interaction management skill, social function skills, and extended discourse organization skill. The students' speaking scores in the pre-test and post-test could be seen in Appendix H.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

In this chapter, I presented the content of this fifth chapter in three points. They are conclusions, implications, and suggestions. The explanation of each point is presented below.

#### **A. Conclusion**

The goal of this study was to improve the speaking skills of the students of *CI* class. To be able to reach the goal, I implemented games in the teaching and learning process, especially interactive games, that is only focused on interaction within students. The two cycles in this research were completely conducted. It was conducted in the second semester of the academic year 2010/ 2011. It was started in January 2011 and was ended in February 2011. In both cycle, I designed the interactive games while the English teacher implemented them and made some improvement activities in the teaching and learning process such as using classroom English, asking the students to perform their work in group and individually, using teaching aids and media optimally, giving feedback on the students' pronunciation, and giving rewards. By implementing those actions, the students' speaking skills could improve. It could be seen from the students' involvement, students' opinions, and the English teacher's opinion about the actions. They are presented as follows.

## 1. The design of actions in Cycle I

In this first cycle, the English teacher implemented four interactive games and some accompanying actions such as using classroom English, using teaching aids and media to assist the process of teaching and learning, implementing group and pair work during the activities, and giving feedback on the students' pronunciation. In Cycle I, there was a game which was not maximally played by the students. It was 'Yuck' since based on the interview, most of the students still felt difficult in playing games in learning process. They still confused in understanding the rule of the game and it made them did not enjoy the game. They also felt bored since the still had difficulty in finding appropriate words to express their ideas. The students who did not understand the instruction did nothing in this game and they were not actively engaged in the activity. Therefore, the implementation of interactive games was improved in Cycle II by using some more various interactive games that met their needs and interest. The English teacher also used simpler and shorter phrases in giving instructions of the games in the next cycle. Though some students did not enjoy the game at the first meeting, the others said that they enjoyed the game since they had new environment in the classroom. They could use English in fun activity.

## 2. The design of actions in Cycle II

In the second cycle, the English teacher and I designed the interactive game with some modifications and improvements. We also designed the modification for the others accompanying action such as maximizing the use of classroom English during the teaching and learning process, making some variation in



grouping the students in the form of random selection, maximizing the use of various teaching aids and media, including make better presentation, flash card, students' worksheet, giving feedback on students' performances in the form of verbal praise and positive encouragement, and giving rewards to the students who wanted to perform their work in front of the class voluntarily.

By implementing those actions, the students' speaking skills improved. Besides, they were more enthusiastic to perform their work in front of the class and more active in the speaking teaching and learning process. Overall, it could be concluded that the implementation of interactive games and other accompanying actions could improve the students' speaking skills. Through those activities, the students were more confident and enthusiastic to perform their work in front of the class and they were more active during the speaking teaching and learning activities. Besides, they were more familiar with the English words and they rarely mispronounced the English words and phrases.

## **B. Implications**

Based on the results of the actions, it was found that the students were more active in the speaking teaching and learning activities so that their speaking skills could be improved. They could be more familiar with the words and phrases they learnt. Besides, the interactive games did not make the students bored. It implies that the teacher can use the interactive games in speaking teaching and learning process since they could give some benefits. First, they could improve the students' speaking skills. Second, they could increase the students' involvement in the speaking teaching and learning process. Third, they could

increase the students' enthusiasm and motivation in speaking in English since they had fun activity in their classroom. The students also noticed the variation in the type of the games. Therefore, they did not feel bored in playing the similar games as they did not have monotonous activity for speaking class.

Furthermore, the results of the study indicated that the process of implementing interactive games could run well because the class management was good. When the number of the students working in groups was not big enough, such as group of four, all of them could participate equally because each of them had different responsibility toward the activities. It implies that the teacher should have a good ability in managing the class. Besides, the teacher should know the students' characteristics so that the actions could accommodate the students' interests.

### **C. Suggestions**

#### **1. To the English teacher**

Due to the limited time, I only implemented eight interactive games. The English teacher need to try to keep on applying the other various interactive games so that the students will be more motivated in the English teaching and learning process. During the research, I only used media such as Power Point Presentation, speakers, LCD, students' worksheet, pictures and flashcards. The English teacher can use and explore other media so that the students will be more interested in the activity. Besides, she may implement other interesting and communicative activities in the teaching and learning process so that the quality of English teaching and learning process can improve.

## 2. To other researchers

In this study, I conducted the research in two months, because of the limited time. Other researchers may follow up this study in a longer time in order to find more actions to improve students' speaking skills. Moreover, they can conduct this study in other grade of the students, either in Junior or Senior High Schools so that the findings will be more satisfactory. Also, they can conduct this study in other schools which have different characteristics from SMA N 2 Bantul so that the research findings can be more general. Moreover, they can use some other more various interactive games.

Most of the actions that had been implemented by the English teacher were success and some of them were quite effective to encourage the students to speak in English using correct expressions and pronunciation. The interactive games were effective to improve the students' speaking skills and to encourage the students to speak English as if they were in a real situation.

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# APPENDICES



# COURSE GRID



**COURSE GRID OF SPEAKING TEACHING AND LEARNING PROCESS FOR THE SECOND SEMESTER OF CI CLASS  
OF SMA N 2 BANTUL, XI IPA1 CLASS IN THE ACADEMIC YEAR OF 2010/2011**

**Standard of Competence:**

9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari.

**Basic Competence:**

9.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih

No	Unit	Indicators	Language Focus	Teaching-learning activities	Games	Teaching aids and media
1.	UNIT 1 ( <i>Stay Healthy</i> )	At the end of the lesson, students are able to: ➤ Pronounce the expressions of stance correctly ➤ Use the expressions of stance in the dialogue ➤ Respond the expressions of stance the dialogue ➤ Perform the dialogue of expressing stance orally	➤ Expressing stance ➤ Responding expression of stance	a. Pre-teaching Warming- up activities  b. Whilst- teaching ➤ Lead- in - Marking some pictures based on daily activities (TASK 1) - Giving some reasons based on the pictures marked (TASK 2) ➤ Content focus - Listening to a recording and answering the questions that follows (TASK 3) - Listening to a recording and categorizing some statements by the speaker in a table (TASK 4) ➤ Language Focus - Identifying the expression of stance from input text (TASK 5) - Imitating the teacher's oral model of pronunciation practice of some words (TASK 6) - Imitating teacher's pronunciation and	a. Yuck! b. Stance Poll Game	Whiteboard, laptop, LCD, speaker, power point presentation, pictures, worksheets, flashcards

				<p>grouping words into correct category (TASK 7)</p> <ul style="list-style-type: none"> <li>- Playing 'YUCK' game (TASK 8)</li> <li>➤ Communication focus <ul style="list-style-type: none"> <li>- Rearranging jumbled expressions into a good order dialogue, then acting out the dialogue in pairs (TASK 9)</li> <li>- Completing 3 dialogues by using suitable expressions that had already learned (TASK 10)</li> <li>- Marking some activities based on the daily routines (TASK 11)</li> <li>- Compose dialogues based on the activities chosen in TASK 10 using expression of stance (TASK 12)</li> <li>- Using the expression of stance in stance game guided by the teacher (TASK 13)</li> </ul> </li> </ul> <p>c. Post- teaching</p> <ul style="list-style-type: none"> <li>- Doing reflection toward the material</li> </ul>		
2.	UNIT 2 ( <i>Would you be my girl?</i> )	<p>At the end of the lesson, students are able to:</p> <ul style="list-style-type: none"> <li>➤ Pronounce the expressions of love and sadness correctly</li> <li>➤ Use the expressions of love and sadness in the dialogue</li> <li>➤ Respond the expressions of love</li> </ul>	<ul style="list-style-type: none"> <li>➤ Expressing love</li> <li>➤ Responding expression of love</li> <li>➤ Expressing of sadness</li> <li>➤ Responding expression of sadness</li> </ul>	<p>a. Pre-teaching</p> <p>Warming- up activities</p> <p>b. Whilst- teaching</p> <ul style="list-style-type: none"> <li>➤ Lead- in <ul style="list-style-type: none"> <li>- Answering questions based on the picture given (TASK 1)</li> <li>- Answering questions based on students' personal experiences (TASK 2)</li> </ul> </li> <li>➤ Content focus <ul style="list-style-type: none"> <li>- Listening to a recording and answering the questions that follows (TASK 3)</li> <li>- Listening to a recording and listing the</li> </ul> </li> </ul>	<p>a. Good News, Bad News</p> <p>b. Finding a Date</p>	<p>Whiteboard, laptop, LCD, speaker, power point presentation, pictures, real object, worksheets, flashcards</p>

		<p>and sadness in the dialogue</p> <p>➤ Perform the dialogue of expressing love and sadness orally</p>		<p>expressions (TASK 4)</p> <p>➤ Language Focus</p> <ul style="list-style-type: none"> <li>- Identifying some expressions used by the (TASK 5)</li> <li>- Studying the explanation of expressing love and sadness (TASK 6)</li> <li>- Studying the explanation and imitating the teacher's oral model of pronunciation practice of some words (TASK 7)</li> <li>- Arranging and then pronouncing jumbled letters into a good words (TASK 8)</li> <li>- Playing game (TASK 9)</li> </ul> <p>➤ Communication focus</p> <ul style="list-style-type: none"> <li>- Answering the questions based on the dialogue and acting it out with partner (TASK 10)</li> <li>- Completing 4 dialogues by using suitable expressions that had already learned (TASK 11)</li> <li>- Composing dialogues based on the outline given (TASK 12)</li> <li>- Compose dialogues based on the situation and clue given (TASK 13)</li> <li>- Using the expression of love and sadness in a game guided by the teacher (TASK 14)</li> </ul> <p>c. Post- teaching</p> <ul style="list-style-type: none"> <li>- Doing reflection toward the material</li> </ul>		
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**Standard of Competence:**

9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari.

**Basic Competence:**

9.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel

No.	UNIT	Indicators	Language Function	Main teaching activities	Games	Teaching Media
3.	UNIT 3 ( <i>Laugh or Blush?</i> )	At the end of the lesson, students are able to: ➤ Pronounce the expressions of embarrassment correctly ➤ Use the expressions of embarrassment in the dialogue ➤ Respond the expressions of embarrassment in the dialogue ➤ Perform the dialogue of embarrassment orally	➤ Expressing embarrassment ➤ Responding expression of embarrassment	a. Pre-teaching Warming- up activities  b. Whilst- teaching ➤ Lead- in - Answering questions based on the picture given (TASK 1) - Answering questions based on students' personal experiences (TASK 2) ➤ Content focus - Listening to a recording and completing the dialogue (TASK 3) - Stating some statements true or false based on the dialogue read then practicing the dialogue with partner (TASK 4) ➤ Language Focus - Matching vocabularies taken from a dialogue in TASK 4 with its meaning (TASK 5) - Imitating the teacher's oral model of pronunciation practice of some embarrassment expressions (TASK 6)	a. Silly Questions b. News Reporter	Whiteboard, laptop, LCD, speaker, power point presentation, pictures, worksheets

				<ul style="list-style-type: none"> <li>- Listing some expressions used in the previous task (TASK 7)</li> <li>- Studying the explanation of raising and falling intonation (TASK 8)</li> <li>- Playing 'Silly Question' game guided by the teacher (TASK 9)</li> </ul> <p>➤ Communication focus</p> <ul style="list-style-type: none"> <li>- Completing some dialogues using provided expressions and acting it out with partner (TASK 10)</li> <li>- Compose a dialogue based on the outline given (TASK 11)</li> <li>- Composing dialogues based on the picture given (TASK 12)</li> <li>- Using the expression of embarrassment in games guided by the teacher (TASK 13)</li> </ul> <p>c. Post- teaching</p> <ul style="list-style-type: none"> <li>- Doing reflection toward the material</li> </ul>		
4.	UNIT 4 ( <i>I can't take this anymore?</i> )	At the end of the lesson, students are able to: ➤ Pronounce the expressions of anger and annoyance correctly ➤ Use the expressions of anger and annoyance in the	<p>➤ Expressing anger and annoyance</p> <p>➤ Responding expression of anger and annoyance</p>	<p>a. Pre-teaching Warming- up activities</p> <p>b. Whilst- teaching</p> <p>➤ Lead- in</p> <ul style="list-style-type: none"> <li>- Guessing the expressions from the picture given (TASK 1)</li> <li>- Answering questions based on personal experience (TASK 2)</li> </ul> <p>➤ Content focus</p> <ul style="list-style-type: none"> <li>- Listening to a recording and answering the</li> </ul>	<p>a. Everyday Problems</p> <p>b. Meet Mate</p>	Whiteboard, laptop, LCD, speaker, power point presentation, pictures, worksheets

		<p>dialogue</p> <ul style="list-style-type: none"> <li>➤ Respond the expressions of anger and annoyance in the dialogue</li> <li>➤ Perform the dialogue of anger and annoyance orally</li> </ul>		<p>questions that follow (TASK 3)</p> <ul style="list-style-type: none"> <li>- Matching some words with its meaning (TASK 4)</li> <li>- Identifying and making list of the intended expression (TASK 5)</li> <li>➤ Language Focus <ul style="list-style-type: none"> <li>- Studying expressions from the explanation given (TASK 6)</li> <li>- Imitating the teacher's oral model of pronunciation practice of some words (TASK 7)</li> <li>- Categorizing some words into correct categorization in TASK 7 (TASK 8)</li> <li>- Matching picture with suitable expressions (TASK 9)</li> <li>- Playing 'Everyday Problems' game guided by the teacher (TASK 10)</li> </ul> </li> <li>➤ Communication focus <ul style="list-style-type: none"> <li>- Completing a dialogue by using suitable expressions provided and then answering the questions (TASK 1)</li> <li>- Arranging some expressions into a good dialogue (TASK 2)</li> <li>- Compose dialogues based on the situation provided (TASK 14)</li> <li>- Using the expression of anger and annoyance in games guided by the teacher (TASK 15)</li> </ul> </li> </ul> <p>c. Post- teaching Doing reflection toward the material</p>		
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**B**

**LESSON PLANS**

## LESSON PLAN 1

### A. Identity of the Lesson

1. Subject : English
2. School : SMA N 2 Bantul
3. Grade/ Semester : XI / 2

### B. Standard of Competence

9. Expressing meaning informal and sustained transactional and interpersonal conversation in daily life context

### C. Basic Competency

- 9.1. Expressing meaning informal and sustained transactional (to get things done) and interpersonal (socialize) conversation using simple spoken language accurately, fluently, and acceptable in the form of expressions of **stance**, love and sadness in daily life context

### D. Indicators

At the end of the lesson, students are able to

1. pronounce the expressions of stance correctly with intelegible pronunciation
2. use the expressions of stance in the dialogue with correct intonation
3. respond to the expressions of stance in the dialogue
4. perform the dialogue of expressing stance orally with intelegible pronunciation in formal situation to communicate in daily life

### E. Instructional Objectives

1. Using the expression of stance in transactional and interpersonal conversation in formal or informal situation in daily life
2. Responding to the expression of stance in transactional and interpersonal conversation in formal or informal situation in daily life

### F. Instructional Materials

1. Topic : Health
2. Input text : a recording containing a spoken conversation, written dialogues, pictures
3. Key Vocabulary
  - Nouns: stomachache, veggies, breakfast, lunch, branch, dinner, supper, pie, glucose, junk food etc.
  - Verbs: brought, suggested, exercise, spend, ease, taste etc.
  - Adjectives: fat, healthy, sour, sweet, salty, fresh etc.
4. Key Pronunciation
  - The sound of *th*
  - Falling and raising intonation

### G. Time allocations: 2 x 40 minutes, 2 x 45 minutes



**H. Teaching Method:** based on the Contextual-Communicative Model of EFL Teaching-Learning developed by Prof. Suwarsih Madya (Madya, 2004)

**I. Teaching Learning Activities**

a. Pre-teaching

- The teacher greets the students and asks their condition
- The teacher prepares the teaching materials and media
- The teacher checks attendance
- The teacher reviews the last meeting material and outlining the materials that will be taught
- The teacher states objectives that will be accomplished by the students.
- The teacher gives eliciting (Have you ever got sick? How did you feel at that time? How do you keep your body healthy?)

b. Whilst-teaching

❖ Lead- in

- Marking some pictures based on students' daily activities and composing sentences based on the activities done by the people in the pictures (TASK 1)
- Giving some reasons based on the activities done by the people in the pictures (TASK 2)

❖ Content focus

- Listening to a recording and answering the questions based on the dialogue heard (TASK 3)
- Listening to a recording and categorizing some statements by the speaker in a table (TASK 4)

❖ Language Focus

- Identifying the expression of stance from input text (TASK 5)
- Imitating the teacher's oral model of pronunciation practice of some words (TASK 6)
- Imitating teacher's pronunciation and grouping words into correct category (TASK 7)
- Playing 'Yuck Game' (TASK 8)

❖ Communication focus

- Rearranging jumbled expressions into a good order dialogue, then acting out the dialogue in pairs (TASK 9)
- Completing 3 dialogues by using suitable expressions that had already learned (TASK 10)
- Marking some activities based on the daily routines (TASK 11)
- Composing dialogues based on the activities chosen in TASK 11 using the expressions of stance (TASK 12)
- Using the expressions of stance in 'Stance Poll game' guided by the teacher (TASK 13)

- c. Post- teaching
- The teacher evaluates students' performance by giving them feedback especially for their pronunciation
  - The teacher asks the difficulty in the process of learning in this meeting and reviews the materials given
  - The teacher ends the lesson

**J. Setting :** classroom (classical), individual work, pair work, and group work

**K. Teaching Media:** whiteboard, laptop, LCD, speaker, power point presentation, pictures, worksheets, game sheets

**L. Learning Resources**

- Blundell, J. 1982. *Function in English*. Oxford: Oxford University Press.
- Haldfield, J. 1984. *Elementary Communication Games*. Harlow: Addison Weasly Longman Ltd.
- Haldfield, J. 1996. *Intermediate Communication Games*. Harlow: Addison Weasly Longman Ltd.
- Indaryati, T. 2010. *English Alive for Senior High School XI*. Yudhistira: Jakarta
- Priyana, J. 2008. *Interlanguage: English for Senior High School Students XI*. Departemen Pendidikan Nasional: Jakarta

**M. Evaluation**

No	Aspects	Technique	Instrument
1	Students' comprehension on the expressions of stance	<ul style="list-style-type: none"> <li>- Listening to a recording and answering the questions that follows</li> <li>- Listening to a recording and categorizing some statements by the speaker in a table</li> </ul>	TASK 3  TASK 4
2	Students' pronunciation	Imitating teacher's pronunciation and grouping words into correct category	TASK 7
3	Students' performance on using the expression of stance	<ul style="list-style-type: none"> <li>- Composing dialogues based on the activities chosen in TASK 10 using expression of stance and acting out</li> <li>- Using the expression of stance in stance game guided by the teacher</li> </ul>	TASK 11  TASK 12

- Scoring rubric for speaking performance (Adapted from Goh, 2007: 3)

No	Name	ASPECTS				$\Sigma$	Total Score ( $\Sigma \times 5$ )
		Phonological skill	Speech Function Skill	Interaction Management Skill	Extended Discourse Organization Skill		

- Range of each aspect: 1-5 (Description is attached)
- Conversion of Total Score:

Total score	Criteria
81 - 100	Very good
61 - 80	Good
41 - 60	Fair
21 - 40	Poor
1 - 20	Very poor

Acknowledged by  
The English Teacher

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## LESSON PLAN 2

### **A. Identity of the Lesson**

1. Subject : English
2. School : SMA N 2 Bantul
3. Grade/ Semester : XI / 2

### **B. Standard of Competence**

9. Expressing the meaning informal and sustained transactional and interpersonal conversation in daily life context

### **C. Basic Competency**

- 9.1. Expressing meaning of formal and non-formal transactional (to get things done) and interpersonal (socialize) conversation using various simple spoken language accurately, fluently, and acceptable to interact in daily life context in the form of expressions of stance, **love and sadness**

### **D. Indicators**

At the end of the lesson, students are able to

1. pronounce the expressions of love and sadness correctly with intelegible pronunciation
2. use the expressions of love and sadness in the dialogue with correct intonation
3. respond to the expressions of love and sadness in the dialogue
4. perform the dialogue of expressing love and sadness orally with intelegible pronunciation in formal situation to communicate in daily life

### **E. Instructional Objectives**

1. Using the expression of love and sadness in transactional and interpersonal conversation in formal or informal situation in daily life
2. Responding to the expression of love and sadness in transactional and interpersonal conversation in formal or informal situation in daily life

### **F. Instructional Materials**

1. Topic: Would you be my girl?
2. Input text : a recording containing a spoken conversation, written dialogues, pictures
3. Key Vocabulary
  - Nouns: pain, sorrow, faith, tear, etc.
  - Verbs: can't hold, propose, convince, etc.
  - Adjectives: painful, faithful, depressed, distressed, jelous, etc.
4. Key Pronunciation
  - The pronunciation of the letter 'o'
  - Stressed and unstressed word

### **G. Time allocations: 2 x 40 minutes, 2 x 45 minutes**

**H. Teaching Method:** based on the Contextual-Communicative Model of EFL Teaching-Learning developed by Prof. Suwarsih Madya (Madya, 2004)

**I. Teaching Learning Activities**

- a. Pre-teaching
  - The teacher greet the students and ask their condition
  - The teacher gives eliciting (Have you ever fallen in love with someone? How do you feel if you see her/ him with someone else? )
- b. Whilst-teaching
  - ❖ Lead- in
    - Answering some questions based on the picture given (TASK 1)
    - Answering some questions related to daily activities and comparing the result with partner (TASK 2)
  - ❖ Content focus
    - Listening to a recording and answering the questions that follows (TASK 3)
    - Listening to a recording and making a list of the expression used (TASK 4)
  - ❖ Language Focus
    - Identifying the expression of love and sadness from input text (TASK 5)
    - Studying the other expressions provided in the work book (TASK 6)
    - Imitating teacher's pronunciation of some words (TASK 7)
    - Arranging and then pronouncing jumbled letters into a good words (TASK 8)
    - Playing 'Good News, Bad News' game (TASK 9)
  - ❖ Communication focus
    - Acting out a dialogue with partner and finding the meaning of some difficult words in pairs (TASK 10)
    - Completing four dialogues by using suitable expressions that had already learned (TASK 11)
    - Composing and acting out a dialogue based on the guidelines in pairs (TASK 12)
    - Composing and acting out a dialogue based on the clues provided (TASK 13)
    - Using the expression of love and sadness in Finding a Date game guided by the teacher (TASK 14)
- c. Post- teaching
  - The teacher evaluates students' performance by giving them feedback especially for their pronunciation
  - The teacher asks the difficulty in the process of learning in this meeting and reviews the materials given
  - The teacher ends the lesson

**J. Setting :** classroom (classical), individual work and pair work

**K. Teaching Media:** whiteboard, laptop, LCD, speaker, power point presentation, pictures, worksheets, flashcards, real objects

**L. Learning Resources**

- Blundell, J. 1982. *Function in English*. Oxford: Oxford University Press.
- Haldfield, J. 1984. *Elementary Communication Games*. Harlow: Addison Weasly Longman Ltd.
- Haldfield, J. 1996. *Intermediate Communication Games*. Harlow: Addison Weasly Longman Ltd.
- Indaryati, T. 2010. *English Alive for Senior High School XI*. Yudhistira: Jakarta
- Priyana, J. 2008. *Interlanguage: English for Senior High School Students XI*. Departemen Pendidikan Nasional: Jakarta

**M. Evaluation**

- Technique: Students' Performances

No	Aspects	Technique	Instrument
1	Students' comprehension on the expressions of love and sadness	- Listening to a recording and answering the questions that follows	TASK 4
2	Students' pronunciation	- Imitating teacher's pronunciation - Arranging jumbled letters into meaningful words	TASK 7 TASK 8
3	Students' performance on using the expression of love and sadness	- Composing dialogues based on the clues acting it out - Using the expression of love and sadness in Finding a Date game guided by the teacher	TASK 12 TASK 12

- Scoring rubric for speaking performance (Adapted from Goh, 2007: 3)

No	Name	ASPECTS				$\Sigma$	Total Score ( $\Sigma \times 5$ )
		Phonological skill	Speech Function Skill	Interaction Management Skill	Extended Discourse Organization Skill		

- Range of each aspect: 1-5 (Description is attached)

- Conversion of Total Score:

<b>Total score</b>	<b>Criteria</b>
81 - 100	Very good
61 - 80	Good
41 - 60	Fair
21 - 40	Poor
1 - 20	Very poor

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### LESSON PLAN 3

#### **A. Identity of the Lesson**

1. Subject : English
2. School : SMA N 2 Bantul
3. Grade/ Semester : XI / 2

#### **B. Standard of Competence**

9. Expressing the meaning informal and sustained transactional and interpersonal conversation in daily life context

#### **C. Basic Competency**

- 9.2 Expressing meaning of formal and non-formal transactional (to get things done) and interpersonal (socialize) conversation using various simple spoken language accurately, fluently, and acceptable to interact in daily life context in the form of the expressions of **embarrassment**, anger, and annoyance

#### **D. Indicators**

At the end of the lesson, students are able to

1. pronounce the expressions of embarrassment correctly with intelligible pronunciation
2. use the expressions of embarrassment in the dialogue with correct intonation
3. respond to the expressions of embarrassment the dialogue
4. perform the dialogue of expressing embarrassment orally with intelligible pronunciation in formal situation to communicate in daily life

#### **E. Instructional Objectives**

1. Using the expression of embarrassment in transactional and interpersonal conversation in formal or informal situation in daily life
2. Responding to the expression of embarrassment in transactional and interpersonal conversation in formal or informal situation in daily life

#### **F. Instructional Materials**

1. Topic : Laugh or Blush
2. Input text : a recording containing a spoken conversation, written dialogues, pictures
3. Key Vocabulary
  - Nouns: stomachache, veggies, breakfast, lunch, branch, dinner, supper, pie, glucose, junk food etc.
  - Verbs: brought, suggested, exercise, spend, ease, taste etc.
  - Adjectives: fat, healthy, sour, sweet, salty, fresh etc.



4. Key Pronunciation
  - Falling and rising intonation

**G. Time allocations:** 2 x 40 minutes, 2 x 45 minutes

**H. Teaching Method:** based on the Contextual-Communicative Model of EFL Teaching-Learning developed by Prof. Suwarsih Madya (Madya, 2004)

**I. Teaching Learning Activities**

- a. Pre-teaching
  - The teacher greets the students and ask their condition
  - The teacher gives eliciting (Have you ever had ridiculous experience? How did you feel at that time? What makes you laugh?)
- b. Whilst-teaching
  - ❖ Lead- in
    - Answering questions based on the pictures clues (TASK 1)
    - Answering questions based on the students' experience (TASK 2)
  - ❖ Content focus
    - Listening to a recording and completing the blank spaces (TASK 3)
    - Stating true or false statements based on a dialogue and acting it out (TASK 4)
  - ❖ Language Focus
    - Matching vocabularies taken from a dialogue in TASK 4 with its meaning (TASK 5)
    - Imitating the teacher's oral model of pronunciation practice of some embarrassment expressions (TASK 6)
    - Making a list of embarrassment expressions based on the dialogue in TASK 4 (TASK 7)
    - Studying and imitating the teacher's oral model of raising and falling intonation (TASK 8)
    - Playing 'Silly Question' game guided by the teacher (TASK 9)
  - ❖ Communication focus
    - Completing 2 dialogues by using suitable expressions provided in the box (TASK 10)
    - Composing a dialogue based on the outline provided (TASK 11)
    - Composing a dialogue based on the pictures provided (TASK 12)
    - Using the expression of embarrassment in 'News Reporter' game guided by the teacher (TASK 13)
- c. Post- teaching
  - The teacher evaluates students' performance by giving them feedback especially for their pronunciation
  - The teacher asks the difficulty in the process of learning in this meeting and reviews the materials given
  - The teacher ends the lesson

**J. Setting :** classroom (classical), individual work, pair work, and group work

**K. Teaching Media:** whiteboard, laptop, LCD, speaker, power point presentation, pictures, worksheets, flashcards

**L. Learning Resources**

- Blundell, J. 1982. *Function in English*. Oxford: Oxford University Press.
- Haldfield, J. 1984. *Elementary Communication Games*. Harlow: Addison Weasly Longman Ltd.
- Klippel, F. 1984. *Keep Talking: Communicative fluency activities for language teaching*. Cambridge: Cambridge University Press
- Indaryati, T. 2010. *English Alive for Senior High School XI*. Yudhistira: Jakarta
- Priyana, J. 2008. *Interlanguage: English for Senior High School Students XI*. Departemen Pendidikan Nasional: Jakarta

**M. Evaluation**

- Technique: Students' Performance

No	Aspects	Technique	Instrument
1	Students' comprehension on the expressions of embarrassment	- Listening to a recording and completing its blank spaces based on the recording heard	TASK 3
2	Students' pronunciation	Imitating teacher's pronunciation of the intended expressions with raising and falling intonation	TASK 6 & 8
3	Students' performance on using the expression of embarrassment	- Using the expression of embarrassment in News Reporter game guided by the teacher	TASK 13

- Scoring rubric for speaking performance (Adapted from Goh, 2007: 3)

No	Name	ASPECTS				$\Sigma$	Total Score ( $\Sigma \times 5$ )
		Phonological skill	Speech Function Skill	Interaction Management Skill	Extended Discourse Organization Skill		

- Range of each aspect: 1-5 (Description is attached)

- Conversion of Total Score:

<b>Total score</b>	<b>Criteria</b>
81 - 100	Very good
61 - 80	Good
41 - 60	Fair
21 - 40	Poor
1 - 20	Very poor

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### LESSON PLAN 4

#### **A. Identity of the Lesson**

1. Subject : English
2. School : SMA N 2 Bantul
3. Grade/ Semester : XI / 2

#### **B. Standard of Competence**

9. Expressing the meaning informal and sustained transactional and interpersonal conversation in daily life context

#### **C. Basic Competency**

- 9.2 Expressing meaning of formal and non-formal transactional (to get things done) and interpersonal (socialize) conversation using various simple spoken language accurately, fluently, and acceptable to interact in daily life context in the form of the expressions of embarrassment, **anger and annoyance**

#### **D. Indicators**

At the end of the lesson, students are able to

1. pronounce the expressions of anger and annoyance correctly with intelegible pronunciation
2. use the expressions of anger and annoyance in the dialogue with correct intonation
3. respond to the expressions of anger and annoyance in a dialogue
4. perform the dialogue of expressing anger and annoyance orally with intelegible pronunciation in formal situation to communicate in daily life

#### **E. Instructional Objectives**

1. Using the expression of anger and annoyance in transactional and interpersonal conversation in formal or informal situation in daily life
2. Responding to the expression of anger and annoyance in transactional and interpersonal conversation in formal or informal situation in daily life

#### **F. Instructional Materials**

1. Topic : Silly experience
2. Input text : a recording containing a spoken conversation, written dialogues, pictures
3. Key Vocabulary
  - Nouns: pebbles etc.
  - Verbs: annoy, queue, trap etc.
  - Adjectives: harsh, naughty etc.
4. Key Pronunciation
  - Semi vowel [j] and [w]

#### **G. Time allocations: 2 x 40 minutes, 2 x 45 minutes**

**H. Teaching Method:** based on the Contextual-Communicative Model of EFL Teaching-Learning developed by Prof. Suwarsih Madya (Madya, 2004)

**I. Teaching Learning Activities**

- a. Pre-teaching
  - The teacher greets the students and ask their condition
  - The teacher gives eliciting (Have you ever got angry? How did you express it? What makes you annoyed?)
- b. Whilst-teaching
  - ❖ Lead- in
    - Guessing content of the provided pictures (TASK 1)
    - Answering questions based on the students' experience (TASK 2)
  - ❖ Content focus
    - Listening to a recording and answering the questions that follow (TASK 3)
    - Matching some words with its meanings (TASK 4)
    - Identifying and making list of the intended expression (TASK 5)
  - ❖ Language Focus
    - Studying the expression of anger and annoyance (TASK 6)
    - Imitating the teacher's oral model of pronunciation practice of some anger and annoyance expressions (TASK 7)
    - Categorizing some words into correct categorization in TASK 7 (TASK 8)
    - Matching pictures with the suitable expressions (TASK 9)
    - Playing 'Everyday Problems' game guided by the teacher (TASK 10)
  - ❖ Communication focus
    - Completing a dialogue by using suitable expressions provided in the box (TASK 11)
    - Arranging sentences into a good order of dialogue (TASK 12)
    - Completing dialogues with suitable expressions (TASK 13)
    - Composing a dialogue based on the provided outline (TASK 14)
    - Using the expression of embarrassment in 'Meet Mate' game guided by the teacher (TASK 15)
- c. Post- teaching
  - The teacher evaluates students' performance by giving them feedback especially for their pronunciation
  - The teacher asks the difficulty in the process of learning in this meeting and reviews the materials given
  - The teacher ends the lesson

**J. Setting :** classroom (classical), individual work, pair work, and group work

**K. Teaching Media:** whiteboard, laptop, LCD, speaker, power point presentation, pictures, worksheets, flashcards

### L. Learning Resources

- Blundell, J. 1982. *Function in English*. Oxford: Oxford University Press.
- Haldfield, J. 1984. *Elementary Communication Games*. Harlow: Addison Weasly Longman Ltd.
- Klippel, F. 1984. *Keep Talking: Communicative fluency activities for language teaching*. Cambridge: Cambridge University Press
- Indaryati, T. 2010. *English Alive for Senior High School XI*. Yudhistira: Jakarta
- Priyana, J. 2008. *Interlanguage: English for Senior High School Students XI*. Departemen Pendidikan Nasional: Jakarta

### M. Evaluation

- Technique: Students' Performance

No	Aspects	Technique	Instrument
1	Students' comprehension on the expressions of anger and annoyance	- Listening to a recording and answering questions that follow	TASK 3
2	Students' pronunciation	Imitating teacher's pronunciation of the intended expressions and categorizing some words into correct pronunciation	TASK 7 & 8
3	Students' performance on using the expression of embarrassment	- Using the expression of embarrassment in Meet Mate game guided by the teacher	TASK 15

- Scoring rubric for speaking performance (Adapted from Goh, 2007: 3)

No	Name	ASPECTS				$\Sigma$	Total Score ( $\Sigma \times 5$ )
		Phonological skill	Speech Function Skill	Interaction Management Skill	Extended Discourse Organization Skill		

- Range of each aspect: 1-5 (Description is attached)

- Conversion of Total Score:

<b>Total score</b>	<b>Criteria</b>
81 - 100	Very good
61 - 80	Good
41 - 60	Fair
21 - 40	Poor
1 - 20	Very poor

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C

**HANDOUT &  
STUDENT WORKSHEET**



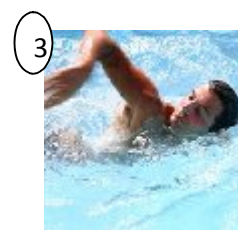
## UNIT 1 STAY HEALTHY

In your daily life, you often keep your body healthy, don't you? How do you do that? Give your reason!



### TASK 1

How do you keep your body healthy? Put check mark. Write down the activities done by the people in the pictures.



### TASK 2

Work in pairs and give reasons on each activity in TASK 1 like the example below. Share your answer with your partner.

1. Exercising makes me fresh physically and mentally.
2. Exercising makes me feel healthy.
3. ....

### TASK 3

Listen to the dialogue between Mrs Jane and Viona twice. Pay attention on the expressions they used and then answer the following questions.

1. What are they talking about?
2. Who is Viona?
3. What happened with Jimmy?
4. Why was he in hospital?
5. What should we do to be healthy according to Mrs Jane?
6. What is Viona's stance in eating too much food?

**TASK 4**

Listen to the dialogue again and write down *Do's* and *Don'ts* to have healthy life style based on the speakers' statements.

No.	Do's	Don'ts
1.	Drink a lot of water	
2.		
3.		
4.		

**TASK 5**

Some of the expressions below are taken from the transcript of recording in TASK 3. Study the following expressions and then repeat after your teacher.

In the dialogue between Mrs Jane and Viona, you find some expressions on how to express stance.

Viona says "*I think it's not good.*" There are many expressions of stance. Take a look on the table below.

Expressing Stance		
Neutral	Positive	Negative
<ul style="list-style-type: none"> <li>It's difficult to say.</li> <li>I have nothing to say.</li> <li>I'm afraid I can't say anything about it.</li> </ul>	<ul style="list-style-type: none"> <li>I think it's good.</li> <li>It's most favorable to me.</li> <li>What an excellent action!</li> <li>It's perfect.</li> </ul>	<ul style="list-style-type: none"> <li>I'm afraid it's bad.</li> <li>It doesn't right to me.</li> <li>I don't think so.</li> </ul>

**Asking stance**

- What do you think about ....?
- Do you think it's good?
- Is it?
- Do you think so?
- What's your opinion about?

**TASK 6**

Listen to your teacher and repeat after her.

**The Sound of *th***

In the dialogue in TASK 3, you find the words below:

Words	Phonetic Transcriptions
then	[ðen]
thank	[θæŋk]
that	[ðæt]
think	[θɪŋk]
the	[ðə or before a vowel ðɪ]

Based on the sample words above you learn that **th** has two different pronunciations: [θ] and [ð].

### **TASK 7**

**Listen and repeat after your teacher. Then, put the words in the correct column.**

Words:

1. birthday
2. anything
3. health
4. both
5. think
6. them
7. athletics
8. brother
9. than
10. other

[θ]	[ð]

### **TASK 8**

**Play 'YUCK Game' with your friends. Pay attention on your teacher's instructions. Have fun!**

### **TASK 9**

**Rearrange this following expressions into a good order of dialogue. After that, act it out with your partner.**

Why don't you see the doctor to check up your health?

I don't know, I feel not good and very dizzy.

Oh it's not good, Rin. You should have enough rest. Don't force yourself. We won't have a practice today so you can sleep earlier and have a rest well. I'll tell the others.

Really?? Ok, don't worry. I will drink two glasses of guava juice. Thanks for your suggestion, Rin.

OK. Let's go to Health Unit to have a rest. You should take a medicine.

Oh no, I'm fine. I just feel very sleepy and tired. I studied too hard these few days for the competition. We should win it.

Are you sure? Ok, but today we'll have lunch together and you should drink guava juice. It's very good because it contains a lot of vitamin C. My mom always makes it when I have many activities at school.

Dena, please don't do that. I'm afraid it's bad if we don't practice today. The competition is for the next 2 days. I will eat a lot in this break and I'm sure I'll be fine.

Hi Rin, what happened with you? You look so pale.

I'm OK Dena, I don't have time to do that.

**TASK 10**

**Complete the dialogues with the suitable expressions, then role play them with your partner.**

1. Nutritionist : Well, Sir, in order to keep the glucose in your blood steady, you need to do exercise regularly. Get up early in the morning and spend 30 minutes or more to do jogging.  
 Mr Andi : \_\_\_\_\_  
 Nutritionist : You've to try harder, Sir. Otherwise you'll have health problem.  
 Mr Andi : All right. But give me some vitamins and supplement, please!  
 Nutritionist : \_\_\_\_\_
2. Sari : Mum, don't force me to eat vegetables, okay? I really don't like it. Prepare fried chicken or meat instead.  
 Mother : \_\_\_\_\_. Vegetable is good. It makes your body fresh. You don't get tired easily. Try it bit by bit, and you'll get used to eating it.  
 Sari : \_\_\_\_\_. Well, if that's what you want. I'll try it if only I'm at home. Outside home?? Well, I don't know.  
 Mother : What? \_\_\_\_\_
3. Asri : Pandu, you always look fresh. What's the way of being that? I never see you in bad mood or have health problem.  
 Pandu : Are you sure? \_\_\_\_\_. I always think positively, spend time for relaxing. Once in a while do meditation and have clean environment.  
 Asri : I see. \_\_\_\_\_. It seems I will follow your way of life. I get your life style interesting. Thanks, Dan, you give me valuable tips.

**TASK 11**

**Put a tick to the ones you have done so far.**

No.	Statements		No.	Statements	
1.	Consume a lot of vitamin		7.	Have diet	
2.	Avoid junk food		8.	No smoking	
3.	Avoid fatty food and sweets		9.	Eat fish, not meat	
4.	Eat a lot of fresh vegetables and fruits everyday		10.	At least eight glasses of water everyday	
5.	Snack between meals		11.	Don't drink too much caffeine	
6.	Do jogging regularly		12.	Smile and happy all the time	

**TASK 12**

**Based on your choice on TASK 9, make some dialogues of expressing stance with your partner and then act it out. Here is the example.**

- Your partner : Why do you eat a lot of fresh vegetables and fruit everyday?  
 You : **I think it makes my body have energy.**  
 Your partner : Why do you exercise regularly?  
 You : **Because it's good to make my mind ease and fresh.**

**TASK 13**

**Your teacher will guide you to play "STANCE POLL GAME"**

## UNIT 2

### Would you be my girl?

You often express your love toward something, somebody and also your family especially your mother? Do you know how to do it well?



#### **TASK 1**

**Look at the picture then answer the questions.**



1. What can you see in the picture?
2. What happens to the girl?
3. How does the man feel?
4. In your opinion, what does he say to express his feeling?
5. Do you think the man loves the woman?
6. Why do you say so?

#### **TASK 2**

**Have you ever fallen in love with someone? Have you ever told your parents that you love him or her very much? Reflect on your experience to answer the following questions. Compare your answers with your classmate's.**

1. Have you got a boyfriend or a girlfriend?
2. What makes you love him/her?
3. How do you express love to him/her?
4. Do you feel that expressing love to your parents is different from that of to your girlfriend or boyfriend? Why?
5. What will you feel if someone you love leaves you?

#### **TASK 3**

**In pairs, match the pictures with the reasons why most people do it.**

- a. To keep harmonious relationship
- b. To always show happiness to him/ her
- c. To show your sorrow
- d. To always show your faith on him/ her
- e. To show your thanks to him/ her
- f. To make him/ her feel special to you
- g. To make him/ her smile everyday
- h. To show your serious relation to him/ her
- i. To show your deepest sadness to your best friend



#### **TASK 4**

How do you feel if someone you love leaves you? Here is an example of the situation. Listen to the dialogue between Will and Kate and then answer the questions. Discuss your answer with the class.

*Situation: Will tells Kate that his father will send him to a boarding school far away.*

#### **Questions:**

1. What does Will tell Kate?
2. What is Kate's feeling about what Will tells her?
3. Why does Will leave Kate?
4. Where is he going to go?
5. When is Will going to leave?
6. What does Kate feel when she knows that the one she loves is going to leave her?
7. How do they express their feelings?



#### **TASK 5**

Listen to the dialogue once more and list some expressions used by the speakers to show their love and sadness.

#### **TASK 6**

Study the following expressions.

#### **Expressing Love and Sadness**

In the dialogue between Will and Kate, you find an expression: *I love you*. Those expressions used to express 'love'

Here are some other examples to express your love:

Expressing Love	Accepting Love	Refusing Love
I love you I do love you I'm in love with you You're my superhero, Mom I'm proud of having a mother like you	I love you too I'm in love with you too I have the same feeling as you	I'm sorry I don't love you Sorry. I can't love you I can't accept your love

Here are the examples of expressing sadness:

Expressing sadness	Response
I'm so sad I feel so blue Let me stay alone That makes me depressed I'm totally distressed I can't hold my tears on it	Don't be sad Don't drop yourself into sadness Come on. Move on, friend I can see it, but you have to move on

### **TASK 7**

**Study the explanation below. Listen to your teacher and repeat after her.**

#### **The Pronunciation of the Letter "o"**

In the dialogue between Will and Kate, you find the words containing the letter "o". Some of them are:

- know: [nəʊ]
- important: [ɪm'pɔ:tənt]
- about: [ə'baʊt]
- move: [mu:v]
- love: [lʌv]

Based on the examples, you learn that the letter "o" has different pronunciations.

Pronounced[p]: such as in cock, knock, shock, odd, pot

Pronounced[u:]: such as in move, you

1. Pronounced[əʊ]: such as in go, no, most, code, mode, hope

2. Pronounced[au]: such as in cow, how, now

3. Pronounced[ɔ:]: such as in lord, cord, born, horse

4. Pronounced[ʌ]: such as in come, some, above

5. Pronounced[ə]: such as in command, collect, compete, promote, connect

### **TASK 8**

**Arrange these jumble letters into correct words. Listen and repeat after your teacher. Then, pronounce the words again and again.**

1. c - e - m - t - p - e - o
2. s - o - h - w
3. c - m - o - e
4. t - p - o
5. c - r - o - d
6. s - r - e - h - o - w

#### **Intermezzo**



What does letter "o" says to number 8?

"Nice belt"

7. w - e - n - o - d - r

8. h - e - l - o

9. b - o - l - w

10. p - l - o - e

### **TASK 9**

**Your teacher will guide you to play 'Good News, Bad News' game.**

### **TASK 10**

**It is time for you to practise expressing love to someone. In pairs, study the following dialogue. After that, act it out with your classmate. Find the difficult words and find the meaning in the dictionary.**

Doni : Hi, Sheila. Are you ready for the discussion tomorrow?

Sheila : No, I'm not yet ready at all. There are some points still confusing me.

Doni : What points do you find it difficult? Perhaps, I can do something for you.

Sheila : It's about the arguments I should propose. It's hard to find good arguments.

Doni : Well, I have some books which may meet your needs. I will bring them with me tomorrow.

Sheila : How nice of you. Thanks.

Doni : No problem. And, why don't you search some ideas in the internet? There's so much information you can download.

Sheila : That's also my problem. I'm not familiar with the internet and I don't understand how to use internet.

Doni : Really? Let's go to the internet shop. I'll teach you how to use the internet.

Sheila : You will? Why are you very nice to me?

Doni : Because I love you.

Sheila : Really?

Doni : Do you mind?

Sheila : Not at all. I've been expecting those words from you.

Doni : Really? I'm very happy to hear you say so.

Sheila : Are we going to the internet?

Doni : Sure. Anywhere you like.

### **TASK 11**

**Complete the following dialogues with suitable expression and then practice it with your friend.**

1. Diana : Sam, what do you think of the characters in the book we bought last week?

Samuel : Hmm..it's very touching.

Diana : Really? I do too. We have the same opinion. The girl really loves the man, but the man doesn't know about it. He thinks of another girl.



- Samuel : Do you mean that he \_\_\_\_\_?  
 Diana : Exactly! And it makes her heart broken.
2. Lina : Sin, don't be too close to Viant, okay?  
 Sintya : But...Why?  
 Lina : I'm afraid Saskia will be jealous.  
 Sintya : Jealous?? She knows I \_\_\_\_\_ him!  
 Lina : I know, but remember, he loved you.  
 Sintya : It was! I didn't have \_\_\_\_\_. They know I'm \_\_\_\_\_ with Indra.  
 Lina : Yes, all of our friends know that, but it's better to keep your relationship with Saskia, right?  
 Sintya : I know it. Thank you, Lin.
3. Bobi : Ran, \_\_\_\_\_?  
 Rani : Ha..ha..ha.. Are you kidding me? Of course I \_\_\_\_\_ as a friend. You are my best friend, and always be. I know you \_\_\_\_\_ Tika very much. And Tika does to.  
 Bobi : Thank you, Ran. I thought you would be angry with me because I'm close to Tika now.  
 Rani : Oh, come on, Bob. You're my best friend. I'll be very happy if you're happy.
4. Andina : Hei, ...Dini. What's wrong with you. You look \_\_\_\_\_.  
 Andini : Please, \_\_\_\_\_ alone.  
 Andina : What's the problem? Tell me.  
 Andini : I \_\_\_\_\_ my pain and sorrow in words.  
 Andina : Oh, I guess. It must be about Andika. Am I right?  
 Andini : Yes. He broke my heart again.  
 Andina : Please. Come on girl. \_\_\_\_\_. There is not only one guys, right?  
 Andini : Yes, you are right. But \_\_\_\_\_ so much.

### **TASK 12**

**In pairs, make a short dialogue based on the following guideline and then act it out with your partner.**

1. Attracting attention (greeting or mentioning someone's name).
2. Saying that he or she is very good at a school event, for example, in a play or in a singing performance.
3. You say that you often see his or her performance and always sit on the front row.
4. You tell her or him that you actually love him or her.

**TASK 13**

**With a partner, make a dialogue based on the following situations and act it out.**

1. Your best friend's father had just passed away. She/he feels deeply sad.
2. You express your love to your mother and thank her for everything she has done.
3. Someone falls in love with you, but you can't accept it since he/ she far older than you.

**TASK 14**

**Your teacher will guide you to play "FINDING A DATE GAME".**



### UNIT 3 LAUGH OR BLUSH?



In your daily life you often find yourselves in embarrassing situations. It needs correct expressions to say your embarrassment. Do you know how to do it well?

#### TASK 1

Look at the pictures below. They have different facial expressions. Answer the questions that follow.



1. What are they doing?
2. Which picture is showing laugh?
3. What about the other, what do they express?

#### TASK 2

Answer these questions based on your experience orally. Share your answer with the class.

1. When do people laugh?
2. When do people get embarrassed?
3. When do people smile?
4. Do you have an amusing experience? If so, tell the class about that.
5. Have you ever had an embarrassing experience? Tell your classmates the experience if you have one.
6. If your teacher finds you cheating in a test, how do you feel?

#### TASK 3

Listen to a short dialogue and then complete the sentences with the expressions you heard. After that, act it out.

Glenn : Hi, Julia. I watched your performance last night.  
You're great. You can be a great actress.

Julia : Really? Thanks. \_\_\_\_\_.

Glenn : What are you talking about? You did it very well.



Julia : Actually, \_\_\_\_\_  
 Glenn : Why? I think your performance was great. Your acting in the play was just great.  
 Julia : \_\_\_\_\_ It's my twin sister, Sophia.  
 Glenn : Really? I thought it was you. I'm sorry.  
 Julia : That's fine.  
 Glenn : No. \_\_\_\_\_  
 Julia : That's all right. We are identical twins.

#### **TASK 4**

**Have you ever had a silly experience? Have you ever read a silly story? The following dialogue will give you both. Therefore, study the following dialogue and do not forget to decide whether the statements are TRUE or FALSE. Then, act it out with your classmate.**

Retno : Hi, Anita. How're you? I've heard that you've been to the US last holiday.  
 Anita : Hi. Yes, I stayed there for two weeks. I had a terrible day when I was in the US, though.  
 Retno : What is it? Come on, tell me.  
 Anita : Actually, it's embarrassing. But I'll tell you.  
 Retno : Ok.  
 Anita : One day, I went out without my parents. Walking around the city, I found many new things. When I felt tired, I went back to my hotel.  
 Retno : You were not lost, were you?  
 Anita : No. I went straight to the hotel and took the lift to get to my room.  
 Retno : So, what is the interesting part?  
 Anita : In the lift. I took a lift and there were already three black men in the lift. I was so nervous. I got into the lift and turned my back on the three men and faced the door. Shortly after the door closed, I heard one of the men said, "Hit the floor, little girl." I immediately dropped to my stomach in terror and the three men broke out hysterically in laughter.  
 Retno : You did? "Hit the floor" means push the floor button, right?  
 Anita : That's what made me so embarrassed. Nevertheless, I enjoyed my holiday in the US.  
 Retno : It's my dream to have a vacation in the US. Thanks for the interesting story.  
 Anita : Not interesting. It's embarrassing.  
 Retno : English is not our first language. We sometimes don't understand some expressions. Don't worry.

Statement	T / F	Correction
1. Anita spends her holiday abroad. 2. Anita tells Retno that his father had an embarrassing experience during the holiday. 3. Anita found many interesting things when he went out alone. 4. Because there was nothing interesting, she decided to go back to her hotel. 5. She was afraid of three big dogs when she was in the lift. 6. She consciously jumped when the men said "hit the floor." 7. Retno thinks that it was embarrassing.		

**TASK 5**

The following words are taken from the dialogue in TASK 4. Match them with the correct meaning.

No	Words	Meanings
1.	terrible	to swing your hand or an object onto the surface of something so that it touches it, usually with force
2.	embarrassed	to discover
3.	lost	despite what has just been said or referred to
4.	found	very unpleasant or serious or of low quality
5.	nevertheless	feeling ashamed or shy
6.	hit	now or without waiting or thinking
7.	immediately	not knowing where you are and how to get to a place

**TASK 6**

Some expressions below are taken from the transcript in TASK 3. Your teacher will explain them. Pay attention to the explanation.

**Expressing Embarrassment**

In the dialogue between Denias and Adib, you find an expression: *I was very embarrassed on what I did*. The expression is used to show that he is embarrassed.

There are some other expressions to show embarrassment, such as:

Expressing Embarrassment		Response
<ul style="list-style-type: none"> <li>• I'm so embarrassed.</li> <li>• I'm ashamed, sorry.</li> <li>• I'm shy to say so.</li> <li>• It's embarrassing.</li> <li>• I'm bashful to ....</li> </ul>	<ul style="list-style-type: none"> <li>• Tell me it didn't happen.</li> <li>• I can't hide my face.</li> <li>• I feel so awkward.</li> <li>• I'm in a mess.</li> <li>• That's embarrassing.</li> </ul>	<ul style="list-style-type: none"> <li>• Really? You did it??</li> <li>• That's all right.</li> <li>• Don't be like that. It's commonly happen.</li> <li>• It's fine. I had that experience too.</li> </ul>

**TASK 7**

List some expression of embarrassment used in TASK 4. Work with your partner.

**TASK 8**

Study the following explanation.

**Falling Intonation**

- Questions that begin with *who, what, when, where, why, which*, and *how* (often referred to as “*wh-questions*”) usually end in **falling intonation**.

*Examples:*

- What time is it?
- Who is she?
- When is he coming?

- Also, commands and statements end in falling intonation. Commands and statements end in a period.

Commands	Statements
Shut the door. Write your name.	The color is blue. It is raining.

*Examples:*

**Rising Intonation**

- Questions that can be answered with a “yes” or “no” answer (often referred to as “yes/no questions”) usually end in **rising intonation**. The voice tone goes up at the end of the sentence.

*Examples:*

- Is that Mrs. Smith?
- Is he coming?

- In addition, wh-questions that ask for clarification or restating end in rising intonation.

*Examples:*

- What did you just say?
- What did you say your name was?

**TASK 9**

Your teacher will guide you to play ‘Silly Questions’ game.

**TASK 10**

Complete the sentences with the expressions in the box.

I drove the car very fast	That must be embarrassing
Just be quite!	you can't show me your driving license
You look nervous	I've had an embarrassing experience
I'm the groom!	Oh my God. Tell me you're not!
I helped her to cross the street	I was very embarrassed

1. *Situation: A man stopped by a policeman for speeding.*

- Man : I'm so sorry, sir. But I can explain why\_\_\_\_\_.
- Police officer : (SNAP) \_\_\_\_\_. I'm going to let you cool your heel in jail until the chief gets back.
- Man :But officer, I want to tell you that...
- Police officer : And I say to keep quiet. You're going to jail because \_\_\_\_\_. *(A few later the officer look in his prisoner and say)*
- Police officer : Lucky you! The chief is at his daughter's wedding. He will be in a good mood when he gets back.
- Man : Don't count on it, officer.\_\_\_\_\_.
- Police officer : Really???? \_\_\_\_\_.

2. Bintang : Hi Roni, what happens?\_\_\_\_\_.

- Roni : It's nothing.
- Bintang : Really? Your face tells me that something is going on.
- Roni : Yes, you're right. Actually\_\_\_\_\_.
- Bintang : What is it?
- Roni : When I was on my way home, I saw an old lady trying to cross the street.
- Bintang : Why didn't you help her to cross the street?
- Roni : I did.\_\_\_\_\_.
- Bintang : That's great. So, why do you look nervous?
- Roni : Actually, she didn't want to cross the street. She's just looking for her shopping bag.
- Bintang : Really?\_\_\_\_\_.
- Roni : Certainly.\_\_\_\_\_.
- Bintang : You shouldn't feel embarrassed. You did something good. Just take the positive side of it.
- Roni : Yes. You're right. Thanks.

### **TASK 11**

**In pairs, create a dialogue based on the following outline and then act it out with your partner.**

1. You greet your friend.
2. You ask your friend why he or she looks nervous.
3. Your friend says that he or she has had a terribly embarrassing experience. He or she has to be a beggar in the school play. He or she thinks that it is embarrassing to perform as a beggar.
4. You think that it is not because the point is his or her performance, not what he or she acts as.
5. Your friend then realizes that what you say is true. He or she thanks you.

**TASK 12**

Make some dialogue expressing your embarrassment based on the following picture.

**TASK 13**

Your teacher will guide you to play 'News Reporter' game.



## UNIT 4

### I can't take this anymore!



In your daily life you often find people or things that make you annoy and angry. You need to express your annoyance and anger using correct expression. Do you know how to do it well?

#### TASK 1

Take a look at the following pictures. Can you guess what happens with them?



#### TASK 2

Answer the following questions based on your experiences orally. Share your answer with your class.

1. What will you do if you have waited your friend for an hour to meet and suddenly he can't come? Will you feel annoyed?
2. Why do people get angry and annoyed?
3. Have you ever got terribly angry and annoyed? Why?
4. How did you express your anger and annoyance at that time?
5. What do you do when you find someone gets angry or feels annoyed?

#### TASK 3

Listen to dialogue between James and Elena talking about studying at a boarding school. Notice how Elena expresses her annoyance. Then, answer the questions.



Questions:

1. What makes Elena annoyed?
2. Was there any question that she can't answer?
3. Why was the next door class noisy?
4. Did Elena's teacher warn the next door class? Why?
5. How does Elena express her annoyance?



**TASK 4**

The following words are taken from the transcript of TASK 3. Match them with their suitable meanings.

No	Words	Meanings
1.	annoyed	something that interrupts someone or makes them feel worried
2.	noisy	to make someone realise a possible danger or problem, especially one in the future
3.	quiet	angry
4.	performance	making very little noise
5.	warn	making a lot of noise
6.	disturbance	the action of entertaining other people by dancing, singing, acting or playing music

**TASK 5**

Identify and make a list of some expressions of anger and annoyance used in TASK 3. Work and share your answer with your partner.

**TASK 6**

In pairs, study the following expressions.

**Expressing Annoyance and Anger**

In the dialogue between James and Elena in Task 3, you find an expression on how to express annoyance. Ayu says *I'm a bit annoyed* to express her annoyance. There are some other expressions you can use to show your annoyance and anger.

Expressing Annoyance	Expressing Anger	Response to reduce
<ul style="list-style-type: none"> <li>- I'm very annoyed.</li> <li>- How irritating!</li> <li>- It annoys me.</li> <li>- I'm fed up with it.</li> <li>- Would you stop that?</li> <li>- That's really a bother.</li> <li>- I really hate it.</li> <li>- It irritates me.</li> </ul>	<ul style="list-style-type: none"> <li>- Oh no!</li> <li>- What a nuisance!</li> <li>- It makes me angry.</li> <li>- It burns me up when ...</li> <li>- I can't stand it when ...</li> <li>- I can't take this anymore!</li> <li>- Are you trying to make me angry?</li> <li>- You're getting me angry.</li> </ul>	<ul style="list-style-type: none"> <li>- Relax.</li> <li>- Take it easy (slow).</li> <li>- Calm down.</li> <li>- Control yourself.</li> <li>- I'm sorry it's my fault.</li> <li>- Don't trouble yourself.</li> </ul>

**TASK 7**

Study the following pronunciation. Then, repeat after your teacher.

**Semi Vowels [j] and [w]**

Listen to the dialogue in Task 4 once again. In the dialogue you find the following words:

1. what [wɒt]
2. were [wə:]

3. yes [jes]

4. you[ju:]

The words contain semi vowels. There are only two semi vowels in English. They are[j] and[w].



### **TASK 8**




**Below is a box of words. Some of them have[j] and[w] and some others do not. Consult your dictionary and then find the words which have[j] and[w].After that, pronounce the words.**

HEAL	JOIN	HUMAN	HAPPY	STUDENT	COMMAND	CHILD
CURE	WILL	YELL	CRAWL	POLICE	WEAK	MUD
CROWN	YOU	JOY	WINTER	BUY	WHEATHER	YES
PURE	PIE	WRITE	SCIENCE	SWIM	CURIOUS	FUNNY
WOUND	WINDOW	COMPACT	YET	SWEAR	FURY	GUN
WING	DRAW	WITCH	YIELD	CUCUMBER	ALWAYS	CATCH
UNIVERSITY	WITCH	POWER	SWORD	KNOW	WOOD	WIN
DURING	NATURE	FLOUR	SWEATER	SWEEP	SOIL	STUDY

### **TASK 9**

**Match the following pictures with the suitable expressions.**

No	Pictures	Expressions
1		Bayu: I really hate it. We have to wait them finishing their lunch again. Why does Mr Parjo not provide us larger canteen with more seats. Huff.. Venia: Take it easy. Let's go to Bu Joko's canteen. We can have hot soto there.
2		Oh my God!! It's annoying. Where should I put my motorbike?? The bell's ringing. Oh no!! I'm late again.

3		<p>Rena: Sin, can you find another way for us? Just go back on the last T-junction.</p> <p>Sinta: I can't, Ren. It's one-way road. I can't go back.</p> <p>Rena: Oh my God. I can't stand it anymore. We've trapped for almost an hour. I can miss the competition.</p> <p>Sinta: Just relax, Ren. We'll get out from this road soon. I see crossroad over there.</p>
4		<p>Rina: Oh no! Where's the bus, Fen? I'm very annoyed. We'll be late and Mrs Nanik will be angry with us and we'll stay outside the school during the ceremony.</p> <p>Fendy: Don't be so worried. We still have 45 minutes before the ceremony starts. I'm sure the bus will come in a few minutes.</p>
5		<p>You're getting me angry! Stop it! It's my favourite movie. I don't want to lose it.</p>

**TASK 10**

Your teacher will guide you to play 'Everyday Problems game'.

**TASK 11**

Complete the dialogue with the expressions provided in the box. After that act it out with your partner.

wears black jacket  
put rubbish in my locker  
It made me angry

what has happened to Adib  
he put a stone inside my bag  
What happened then

Virga : Hi Denias. Do you know \_\_\_\_\_? He's been sacked. He is no longer the

student of our school.

Denias : Adib Ismawan? The one who always \_\_\_\_\_?

Virga : Yes.

Denias : Oh. Once, he \_\_\_\_\_ and some pebbles into my bag.

Virga : He did? What a naughty boy. You know, \_\_\_\_\_ and I didn't know when he did it.

Denias : What did you do, then?

Virga : I reported it to the school principal. \_\_\_\_\_.

Denias : \_\_\_\_\_?

Virga : He was punished.

Denias : He deserved harsh punishments.

Virga : Yes, he did.

### TASK 12

Arrange the following sentences into a good order of dialogue.



I give up. You're the winner.

Hey..wait. Don't go.

Take it slow. It's just a game. Win or lose means nothing.

Sorry, Dit. I should go home. We can do this next time.

Oh brother, I lose again. I finish! It makes me angry.

### TASK 13

Complete the expressions in the boxes and then match the following pictures with the suitable expressions.

1.



Bimo : Don, I'm really \_\_\_\_\_ I'm late.

Dony : It's OK. You look so \_\_\_\_\_. Are you OK?

Bimo : Yeah. I'm fine. I \_\_\_\_\_ the school bus. I ran after it but the \_\_\_\_\_ didn't stop it. Hufhh.. It \_\_\_\_\_ me.

Dony : Really?? Drink this first and take a breathe.

2.



Soni : Hey Rom, what happened? You look so sad.

Romi : Cintya got \_\_\_\_\_ with me. I feel so \_\_\_\_\_. I promise to pick her up but I got \_\_\_\_\_ and I didn't bring my \_\_\_\_\_. She doesn't want to see me now.

3.



Rian : Tom, how's the match? Who is the \_\_\_\_\_?

Thomas : I don't know. I didn't \_\_\_\_\_ it.

Rian : You said you would see the match.

Thomas : Yes, but you won't believe it, I should \_\_\_\_\_  
for 2 hours to get the ticket. I can't \_\_\_\_\_ it, so I went  
home.

4.



Sheila : Via, can I \_\_\_\_\_ your math book?

Via : Where is your own book?

Sheila : It's \_\_\_\_\_ and I can't use it. I caught in  
the heavy rain yesterday. I'm very \_\_\_\_\_.

Via : Don't \_\_\_\_\_. You can use mine.

5.



Sandi : San, I'm really \_\_\_\_\_. I couldn't \_\_\_\_\_ to your  
house yesterday. I got flat tire.

Santi : Don't talk to me. You make me \_\_\_\_\_. I've waited  
for 3 hours. But you didn't show up. \_\_\_\_\_ away from me.

I don't need a man who breaks his \_\_\_\_\_.

#### **TASK 14**

**Work in pairs and use the following guideline to make a simple dialogue. Then, act it out with your classmate. You may refer to the dialogue in the previous Task.**

1. Greeting.
2. Your friend asks you why you look unhappy.
3. You tell him or her that someone has borrowed your cassette and if you ask him or her about the cassette, he or she always says that he or she forgets to bring it with him or her.
4. Your friend understands that it is annoying to have such a friend.
5. Your friend tells you an annoying thing about someone and you also agree that that is annoying.

#### **TASK 15**

**Your teacher will guide you to play 'Meet Mate' game.**

## STUDENT WORKSHEET 1

### *First Meeting*

#### **TASK 1**

**How do you keep your body healthy? Look at the pictures showed on the PowerPoint presentation and write down the activities done by the people in the pictures.**

*Example:*



1. The little girl likes eating chocolate. OR  
The little girl is biting chocolate.

No	The activities done by people in the pictures
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

#### **TASK 2**

**Give reasons on each activity in TASK 1 like the example below. Share your answers with your partner.**

No	Reason
1.	Exercising makes me fresh physically and mentally. Exercising makes me feel healthy.
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

**TASK 3**

Listen to a dialogue between Mrs Jane and Viona twice. Pay attention on the expressions they used and then answer the questions showed on the PowerPoint Presentation. Write your answers here.

No	Answers
1.	
2.	
3.	
4.	
5.	
6.	

**TASK 4**

Listen to the dialogue again and write down *Do's* and *Don'ts* to have healthy life style based on the speakers' statements.

No.	Do's	Don'ts
1.	Drink a lot of water	
2.		
3.		
4.		

**TASK 7**

Listen and repeat after your teacher. Then, put the words in the correct column.

Words:

1. birthday
2. anything
3. health
4. both
5. think
6. them
7. athletics
8. brother
9. than
10. other

[θ]	[ð]

**TASK 8**

Pay attention on your teacher's instructions on the procedure of 'YUCK' game and play it together with your classmates.



## STUDENT WORKSHEET 2

### *Second Meeting*

#### **TASK 9**

**Rearrange this following expressions into a good order of dialogue. Act it out with your partner.**

Why don't you see the doctor to check up your health?

I don't know, I feel not good and very dizzy.

Oh it's not good, Rin. You should have enough rest. Don't force yourself. We won't have a practice today so you can sleep earlier and have a rest well. I'll tell the others.

Really?? Ok, don't worry. I will drink two glasses of guava juice. Thanks for your suggestion, Rin.

OK. Let's go to Health Unit to have a rest. You should take a medicine.

Oh no, I'm fine. I just feel very sleepy and tired. I studied too hard these few days for the competition. We should win it.

Are you sure? Ok, but today we'll have lunch together and you should drink guava juice. It's very good because it contains a lot of vitamin C. My mom always makes it when I have many activities at school.

Dena, please don't do that. I'm afraid it's bad if we don't practice today. The competition is for the next 2 days. I will eat a lot in this break and I'm sure I'll be fine.

Hi Rin, what happened with you? You look so pale.

I'm OK Dena, I don't have time to do that.

#### **TASK 10**

**Complete the dialogue, then role play them with your partner.**

1. Nutritionist : Well, Sir, in order to keep the glucose in your blood steady, you need to do exercise regularly. Get up early in the morning and spend 30 minutes or more to do jogging.
- Mr Andi : \_\_\_\_\_
- Nutritionist : You've to try harder, Sir. Otherwise you'll have health problem.
- Mr Andi : All right. But give me some vitamins and supplement, please!
- Nutritionist : \_\_\_\_\_

2. Sari : Mum, don't force me to eat vegetables, okay? I really don't like it. Prepare fried chicken or meat instead.
- Mother : \_\_\_\_\_. Vegetable is good. It makes your body fresh. You don't get tired easily. Try it bit by bit, and you'll get used to eating it.
- Sari : \_\_\_\_\_. Well, if that's what you want. I'll try it if only I'm at home. Outside home?? Well, I don't know.
- Mother : What? \_\_\_\_\_
3. Asri : Pandu, you always look fresh. What's the way of being that? I never see you in bad mood or have health problem.
- Pandu : Are you sure? \_\_\_\_\_. I always think positively, spend time for relaxing. Once in a while do meditation and have clean environment.
- Asri : I see. \_\_\_\_\_. It seems I will follow your way of life. I get your life style interesting. Thanks, Dan, you give me valuable tips.

### **TASK 11**

**Put a tick to the ones you have done so far.**

No.	Statements		No.	Statements	
1.	Consume a lot of vitamin		7.	Have diet	
2.	Avoid junk food		8.	No smoking	
3.	Avoid fatty food and sweets		9.	Eat fish, not meat	
4.	Eat a lot of fresh vegetables and fruits everyday		10.	At least eight glasses of water everyday	
5.	Snack between meals		11.	Don't drink too much caffeine	
6.	Do jogging regularly		12.	Smile and happy all the time	

### **TASK 12**

**Based on your choice on TASK 9, make some dialogues of expressing stance with your partner and then act it out. Write your answer in the back of this page. Here is the example.**

*Example:*

Your partner : Why do you eat a lot of fresh vegetables and fruit everyday?

You : **I think it makes my body have energy.**

Your partner : Why do you exercise regularly?

You : **Because it's good to make my mind ease and fresh.**

### **TASK 13**

**Your teacher will guide you to play "STANCE POLL GAME". Pay attention to her and have fun!**

### STUDENT WORKSHEET 3

#### *Third Meeting*




#### **TASK 2**



Have you ever fallen in love with someone? Have you ever told your parents that you love him/her very much? Reflect on your experience to answer the following questions. Compare your answers with your classmate's.

1. Have you got a boyfriend or a girlfriend?  
\_\_\_\_\_
2. What makes you love him/her?  
\_\_\_\_\_
3. How do you express love to him/her?  
\_\_\_\_\_
4. Do you feel that expressing love to your parents is different from that of to your girlfriend or boyfriend? Why?  
\_\_\_\_\_
5. What will you feel if someone you love leaves you?  
\_\_\_\_\_

#### **TASK 3**

Work in pairs and match the pictures with the reasons why most people do it. The reasons are presented in the PowerPoint Presentation. Discuss your answer with the class.

Pictures	Reasons
	
	
	

#### **TASK 4**

**How do you feel if someone you love leaves you? Here is an example of the situation. Listen to the dialogue between Will and Kate and then answer the questions. Discuss your answer with the class.**

***Situation:** Will tells Kate that his father will send him to a boarding school far away.*

#### **Questions:**

1. What does Will tell Kate?

\_\_\_\_\_

2. What is Kate's feeling about what Will tells her?

\_\_\_\_\_

3. Why does Will leave Kate?

\_\_\_\_\_

4. Where is he going to go?

\_\_\_\_\_

5. When is Will going to leave?

\_\_\_\_\_

6. What does Kate feel when she knows that the one she loves is going to leave her?

\_\_\_\_\_



7. How do they express their feelings?

---

### **TASK 5**

Listen to the dialogue once more and list some expressions used by the speakers to show their love and sadness.

No	Expression of Love	Expression of Sadness

### **TASK 8**

Arrange these jumble letters into correct words. Listen and repeat after your teacher. Then, pronounce the words again and again.

1. c - e - m - t - p - e - o
2. s - o - h - w
3. c - m - o - e
4. t - p - o
5. c - r - o - d
6. s - r - e - h - o - w
7. w - e - n - o - d - r
8. h - e - l - o
9. b - o - l - w
10. p - l - o - e

### **Intermezzo**



What does letter "o" says to number 8?

"Nice belt"

### **TASK 9**

Your teacher will guide you to play 'Good News, Bad News' game.

### STUDENT WORKSHEET 4

#### *Fourth Meeting*

#### **TASK 10**

**It is time for you to practise expressing love to someone. In pairs, study the following dialogue. Find the difficult words and find the meaning in the dictionary. After that, act it out with your classmate.**

- Doni : Hi, Sheila. Are you ready for the discussion tomorrow?  
 Sheila : No, I'm not yet ready at all. There are some points still confusing me.  
 Doni : What points do you find it difficult? Perhaps, I can do something for you.  
 Sheila : It's about the arguments I should propose. It's hard to find good arguments.  
 Doni : Well, I have some books which may meet your needs. I will bring them with me tomorrow.  
 Sheila : How nice of you. Thanks.  
 Doni : No problem. And, why don't you search some ideas in the internet? There's so much information you can download.  
 Sheila : That's also my problem. I'm not familiar with the internet and I don't understand how to use internet.  
 Doni : Really? Let's go to the internet shop. I'll teach you how to use the internet.  
 Sheila : You will? Why are you very nice to me?  
 Doni : Because I love you.  
 Sheila : Really?  
 Doni : Do you mind?  
 Sheila : Not at all. I've been expecting those words from you.  
 Doni : Really? I'm very happy to hear you say so.  
 Sheila : Are we going to the internet?  
 Doni : Sure. Anywhere you like.

No	Vocabularies	Meaning in Indonesian

#### **TASK 11**

**Complete the following dialogues with suitable expression and then practice it with your friend.**

- Diana : Sam, what do you think of the characters in the book we bought last week?  
 Samuel : Hmm..it's very touching.  
 Diana : Really? I do too. We have the same opinion. The girl really loves the man, but the man doesn't know about it. He thinks of another girl.

- Samuel : Do you mean that he \_\_\_\_\_?
- Diana : Exactly! And it makes her broken heart.
2. Lina : Sin, don't be too close to Viant, okay?
- Sintya : But...Why?
- Lina : I'm afraid Saskia will be jealous.
- Sintya : Jealous?? She knows I \_\_\_\_\_ him!
- Lina : I know, but remember, he loved you.
- Sintya : It was! I didn't have \_\_\_\_\_. They know I'm \_\_\_\_\_ with Indra.
- Lina : Yes, all of our friends know that, but it's better to keep your relationship with Saskia, right?
- Sintya : I know it. Thank you, Lin.
3. Bobi : Ran, \_\_\_\_\_?
- Rani : Ha..ha..ha.. Are you kidding me? Of course I \_\_\_\_\_ as a friend. You are my best friend, and always be. I know you \_\_\_\_\_ Tika very much. And Tika does to.
- Bobo : Thank you, Ran. I thought you would be angry with me because I'm close to Tika now.
- Rani : Oh, come on, Bob. You're my best friend. I'll be very happy if you're happy.
4. Andina : Hei, ...Dini. What's wrong with you. You look \_\_\_\_\_.
- Andini : Please, \_\_\_\_\_ alone.
- Andina : What's the problem? Tell me.
- Andini : I \_\_\_\_\_ my pain and sorrow in words.
- Andina : Oh, I guess. It must be about Andika. Am I right?
- Andini : Yes. He broke my heart again.
- Andina : Please. Come on girl. \_\_\_\_\_. There is not only one guys, right?
- Andini : Yes, you are right. But \_\_\_\_\_ so much.

### **TASK 12**

**In pairs, make a short dialogue based on the guideline presented on Powerpoint Presentation and then act it out with your partner. (Write your answer on the other side of this paper)**

### **TASK 13**

**With a partner, make a dialogue based on the situations presented on PowerPoint Presentation and act it out. (Write your answer on the other side of this paper)**

### **TASK 14**

**Your teacher will guide you to play "FINDING A DATE GAME".**

## STUDENT WORKSHEET 5

### *Fifth Meeting*

#### **TASK 3**

**Listen to a short dialogue and then complete the sentences with the expressions you heard. After that, act it out.**

Glenn : Hi, Julia. I watched your performance last night.

You're great. You can be a great actress.

Julia : Really? Thanks. \_\_\_\_\_.

Glenn : What are you talking about? You did it very well.

Julia : Actually, \_\_\_\_\_.

Glenn : Why? I think your performance was great. Your acting in the play was just great.

Julia : \_\_\_\_\_. It's my twin sister, Sophia.

Glenn : Really? I thought it was you. I'm sorry.

Julia : That's fine.

Glenn : No. \_\_\_\_\_.

Julia : That's all right. We are identical twins.



#### **TASK 4**

**Have you ever had a silly experience? Have you ever read a silly story? The following dialogue will give you both. Therefore, study the following dialogue and do not forget to decide whether the statements are TRUE or FALSE. Then, act it out with your classmate.**

Retno : Hi, Anita. How're you? I've heard that you've been to the US last holiday.

Anita : Hi. Yes, I stayed there for two weeks. I had a terrible day when I was in the US, though.

Retno : What is it? Come on, tell me.

Anita : Actually, it's embarrassing. But I'll tell you.

Retno : Ok.

Anita : One day, I went out without my parents. Walking around the city, I found many new things. When I felt tired, I went back to my hotel.

Retno : You were not lost, were you?

Anita : No. I went straight to the hotel and took the lift to get to my room.

Retno : So, what is the interesting part?

Anita : In the lift. I took a lift and there were already three black men in the lift. I was so nervous. I got into the lift and turned my back on the three men and faced the door.

Shortly after the door closed, I heard one of the men said, "Hit the floor, little girl." I immediately dropped to my stomach in terror and the three men broke out hysterically in laughter.

Retno : You did? "Hit the floor" means push the floor button, right?

Anita : That's what made me so embarrassed. Nevertheless, I enjoyed my holiday in the US.



Retno : It's my dream to have a vacation in the US. Thanks for the interesting story.

Anita : Not interesting. It's embarrassing.

Retno : English is not our first language. We sometimes don't understand some expressions. Don't worry.

Statement	T / F	Correction
1. Anita spends her holiday abroad. 2. Anita tells Retno that his father had an embarrassing experience during the holiday. 3. Anita found many interesting things when he went out alone. 4. Because there was nothing interesting, she decided to go back to her hotel. 5. She was afraid of three big dogs when she was in the lift. 6. She consciously jumped when the men said "hit the floor." 7. Retno thinks that it was embarrassing.		

#### **TASK 5**

The following words are taken from the dialogue in TASK 4. Match them with the correct meaning.

No	Words	Meaning
1.	terrible	to swing your hand or an object onto the surface of something so that it touches it, usually with force
2.	embarrassed	to discover
3.	lost	despite what has just been said or referred to
4.	found	very unpleasant or serious or of low quality
5.	nevertheless	feeling ashamed or shy
6.	hit	now or without waiting or thinking
7.	immediately	not knowing where you are and how to get to a place

#### **TASK 7**

List some expressions of embarrassment used in TASK 4. Work with your partner.

No	Expressions of Embarrassment	Responses

#### **TASK 9**

Your teacher will guide you to play 'Silly Interview' game.

### STUDENT WORKSHEET 6

#### *Sixth Meeting*

#### **TASK 10**

**Complete the sentences with the expressions in the box.**

I drove the car very fast	That must be embarrassing
Just be quite!	you can't show me your driving license
You look nervous	I've had an embarrassing experience
I'm the groom!	Oh my God. Tell me you're not!
I helped her to cross the street	I was very embarrassed

1. *Situation: A man stopped by a policeman for speeding.*

Man : I'm so sorry, sir. But I can explain why \_\_\_\_\_.

Police officer : (SNAP) \_\_\_\_\_. I'm going to let you cool your heel in jail until the chief gets back.

Man : But officer, I want to tell you that...

Police officer : And I say to keep quiet. You're going to jail because \_\_\_\_\_. *(A few later the officer look in his prisoner and say)*

Police officer : Lucky you! The chief is at his daughter's wedding. He will be in a good mood when he gets back.

Man : Don't count on it, officer. \_\_\_\_\_.

Police officer : Really???? \_\_\_\_\_.

2. Bintang : Hi Roni, what happens? \_\_\_\_\_.

Roni : It's nothing.

Bintang : Really? Your face tells me that something is going on.

Roni : Yes, you're right. Actually \_\_\_\_\_.

Bintang : What is it?

Roni : When I was on my way home, I saw an old lady trying to cross the street.

Bintang : Why didn't you help her to cross the street?

Roni : I did. \_\_\_\_\_.

Bintang : That's great. So, why do you look nervous?

Roni : Actually, she didn't want to cross the street. She's just looking for her shopping bag.

Bintang : Really? \_\_\_\_\_.

Roni : Certainly. \_\_\_\_\_.

Bintang : You shouldn't feel embarrassed. You did something good. Just take the positive side of it.

Roni : Yes. You're right. Thanks.

**TASK 11**

Complete the sentences with the expressions in the box. After that, act it out.

- |                               |                                    |
|-------------------------------|------------------------------------|
| a. She asked my shoes size    | f. a nice girl approached me       |
| b. What did you do after that | g. What happened                   |
| c. You're back                | h. Oh, my face suddenly turned red |
| d. I ran away                 | i. I was upset                     |
| e. Please take it easy        | j. I have no idea                  |

Pandu : Hi Asri, \_\_\_\_\_. How was your holiday?

Asri : Great! Overall, I really enjoyed my holiday, except one thing.

Pandu : What was it?

Asri : I experienced an embarrassing moment.

Pandu : \_\_\_\_\_.

Asri : It happened after I prayed in a mosque not far from a tourist spot. I was wearing my shoes when \_\_\_\_\_. You know what she said?

Pandu : what did she say?

Asri : She said that they were her shoes. \_\_\_\_\_ since I was sure that the shoes were mine. They really looked like mine. Well, she insisted that those shoes were hers.

Pandu : And? Were there many people there?

Asri : Yes, everybody heard us. \_\_\_\_\_. I said thirty-nine. Then she showed me that the size of those shoes were thirty-eight. Oh, it was like lightning had struck me.

Pandu : Poor you.

Asri : \_\_\_\_\_. Especially, when my sister came to me and told me that my shoes were at another corner. I was so embarrassed.

Pandu : It was \_\_\_\_\_.

Asri : I asked for her forgiveness and looked for my shoes. Then, \_\_\_\_\_.

**TASK 12**

In pairs, create a dialogue based on outline presented on the PowerPoint Presentation and then act it out with your partner.

**TASK 13**

Your teacher will guide you to play 'News Reporter' game.

## STUDENT WORKSHEET 7

### *Seventh Meeting*

#### **TASK 3**

Listen to a dialogue between James and Elena talking about studying at a boarding school. Notice how Elena expresses her annoyance. Then, answer the questions.



#### **Questions:**

1. What makes Elena annoyed?  
\_\_\_\_\_
2. Was there any question that she can't answer?  
\_\_\_\_\_
3. Why was the next door class noisy?  
\_\_\_\_\_
4. Did Elena's teacher warn the next door class? Why?  
\_\_\_\_\_
5. How does Elena express her annoyance?  
\_\_\_\_\_

#### **TASK 4**

The following words are taken from the transcript of TASK 3. Match them with their suitable meanings.

No	Words	Meanings
1.	annoyed	something that interrupts someone or makes them feel worried
2.	noisy	to make someone realise a possible danger or problem, especially one in the future
3.	quiet	angry
4.	performance	making very little noise
5.	warn	making a lot of noise
6.	disturbance	the action of entertaining other people by dancing, singing, acting or playing music

**TASK 5**

Identify and make a list of some expressions of anger and annoyance used in TASK 3. Work and share your answer with your partner.

**Expressions of anger and annoyance**




- a.
- b.
- c.
- d.



**TASK 8**

Take a look on the Powerpoint Presentation. There is a box of words. Some of them have [j] and [w] and some others do not. Consult your dictionary and then find the words which have [j] and [w]. After that, pronounce the words. Write your answers on the opposite of this paper.

**TASK 9**

Match the following pictures with the suitable expressions.

No	Pictures	Expressions
1		<p>Bayu: I really hate it. We have to wait them finishing their lunch again. Why does Mr Parjo not provide us larger canteen with more seats. Huff..</p> <p>Venia: Take it easy. Let's go to Bu Joko's canteen. We can have hot soto there.</p>
2		<p>Oh my God!! It's annoying. Where should I put my motorbike?? The bell's ringing. Oh no!! I'm late again.</p>
3		<p>Rena: Sin, can you find another way for us? Just go back on the last T-junction.</p> <p>Sinta: I can't, Ren. It's one-way road. I can't go back.</p> <p>Rena: Oh my God. I can't stand it anymore. We've trapped for almost an hour. I can miss the competition.</p> <p>Sinta: Just relax, Ren. We'll get out from this road soon. I see crossroad over there.</p>

4		<p>Rina: Oh no! Where's the bus, Fen? I'm very annoyed. We'll be late and Mrs Nanik will be angry with us and we'll stay outside the school during the ceremony.</p> <p>Fendy: Don't be so worried. We still have 45 minutes before the ceremony starts. I'm sure the bus will come in a few minutes.</p>
5		<p>You're getting me angry! Stop it! It's my favourite movie. I don't want to lose it.</p>

### **TASK 10**

**Your teacher will guide you to play 'Everyday Problems' game.**

## STUDENT WORKSHEET 8

### *Eight Meeting*

#### **TASK 11**

**Complete the expressions in the boxes and then match the following pictures with the suitable expressions.**

1.



Bimo : Don, I'm really \_\_\_\_\_ I'm late.

Dony : It's OK. You look so \_\_\_\_\_. Are you OK?

Bimo : Yeah. I'm fine. I \_\_\_\_\_ the school bus. I ran after it but the \_\_\_\_\_ didn't stop it. Hufhh.. It \_\_\_\_\_ me.

Dony : Really?? Drink this first and take a breathe.

2.



Soni : Hey Rom, what happened? You look so sad.

Romi : Cintya got \_\_\_\_\_ with me. I feel so \_\_\_\_\_. I promise to pick her up but I got \_\_\_\_\_ and I didn't bring my \_\_\_\_\_. She doesn't want to see me now.

3.



Rian : Tom, how's the match? Who is the \_\_\_\_\_?

Thomas : I don't know. I didn't \_\_\_\_\_ it.

Rian : You said you would see the match.

Thomas : Yes, but you won't believe it, I should \_\_\_\_\_ for 2 hours to get the ticket. I can't \_\_\_\_\_ it, so I went home.

4.



Sheila : Via, can I \_\_\_\_\_ your math book?

Via : Where is your own book?

Sheila : It's \_\_\_\_\_ and I can't use it. I caught in the heavy rain yesterday. I'm very \_\_\_\_\_.

Via : Don't \_\_\_\_\_. You can use mine.

5.



Sandi : San, I'm really \_\_\_\_\_. I couldn't \_\_\_\_\_ to your house yesterday. I got flat tire.

Santi : Don't talk to me. You make me \_\_\_\_\_. I've waited for 3 hours. But you didn't show up. \_\_\_\_\_ away from me. I don't need a man who breaks his \_\_\_\_\_.

**TASK 12**

Complete the dialogue below with the expressions provided on the PowerPoint Presentation. After that act it out with your partner.

Virga : Hi Denias. Do you know \_\_\_\_\_? He's been sacked. He is no longer the student of our school.  
 Denias : Adib Ismawan? The one who always \_\_\_\_\_?  
 Virga : Yes.  
 Denias : Oh. Once, he \_\_\_\_\_ and some pebbles into my bag.  
 Virga : He did? What a naughty boy. You know, \_\_\_\_\_ and I didn't know when he did it.  
 Denias : What did you do, then?  
 Virga : I reported it to the school principal. \_\_\_\_\_.  
 Denias : \_\_\_\_\_?  
 Virga : He was punished.  
 Denias : He deserved harsh punishments.  
 Virga : Yes, he did.

**TASK 13**

Arrange the following sentences into a good order of dialogue. Then, practice it in pairs.



I give up. You're the winner.

Take it slow. It's just a game. Win or lose means nothing.

Hey..wait. Don't go.

Sorry, Dit. I should go home. We can do this next time.

Oh brother, I lose again. I'm finished! It makes me angry.



**TASK 14**

Work in pairs and use the following guideline to make a simple dialogue. Then, act it out with your classmate. You may refer to the dialogue in the previous Task.

1. Greeting.
2. Your friend asks you why you look unhappy.
3. You tell him or her that someone has borrowed your cassette and if you ask him or her about the cassette, he or she always says that he or she forgets to bring it with him or her.
4. Your friend understands that it is annoying to have such a friend.
5. Your friend tells you an annoying thing about someone and you also agree that that is annoying.

**TASK 15**

Your teacher will guide you to play 'Meet Mate' game

D

GAMES RULES & SHEETS

## **RULES SHEET YUCK**

### **RULES FOR LEADER TEAM**

1. Play this games in groups of four.
2. Place the pictures face down in a pile in the middle. Do not look at them.
3. Choose one student as the leader of the group. He/she takes the first picture from the pile and look at it. Do not show it to the others.
4. Say something about the picture, beginning, 'It makes me healthy'.
5. Let the other students guess the picture. If they cannot guess it continue with the second clue, for example, It makes me really tired. In the picture of swimming you can say, It makes me wet.
6. Keep giving them clues until one of them can guess the word in the pictures.
7. The one who can guess it will keep the cards and the winner is the one who keeps the most cards.





### RULES SHEET

#### Stance Poll Game

1. Make a group of 7. Each group should fill the table provided by the teacher.
2. Choose one member of each group to go to the other groups as an informer. He/ she should bring the table with him/ her.
3. In playing this game, the students have two roles, as an informer and as the member. Your teacher will explain to you the rules as the members of a group.
4. As the informer, you should answer all of the questions asked by the member of the other groups.
5. Tell them about your friends' stance in your category, for example 'HEALTHY FOOD'.
6. When you have finished in one group, you should go to the other 3 groups.

**GROUP 1****TABLE FOR THE INFORMER**

1. As the informer, you should introduce yourself and answer all of the questions asked by the member of the other groups.
2. Tell them about your friends' stance in your category, for example 'HEALTHY FOOD'.
3. When you have finished in one group, you should go to the other 3 groups.

**FOOD**

What kind of food you should/ shouldn't eat to keep fit? Write down the reasons.

No	Name	Food	Reasons
1.			
2.			
3.			
4.			
5.			
6.			
7.			

**GROUP 2****TABLE FOR THE INFORMER**

1. As the informer, you should introduce yourself and answer all of the questions asked by the member of the other groups.
2. Tell them about your friends' stance in your category, for example 'FOOD'.
3. When you have finished in one group, you should go to the other 3 groups.

**DRINK**

What kind of drink you should/ shouldn't drink to keep fit? Give your reasons.

No	Name	Drink	Reasons
1.			
2.			
3.			
4.			
5.			
6.			
7.			

**GROUP 3****TABLE FOR THE INFORMER**

1. As the informer, you should introduce yourself and answer all of the questions asked by the member of the other groups.
2. Tell them about your friends' stance in your category, for example 'EXERCISE'.
3. When you have finished in one group, you should go to the other 3 groups.

**EXERCISES**

**What kind of exercise you should/ shouldn't do to keep fit? Give your reasons.**

No	Name	Exercises	Reasons
1.			
2.			
3.			
4.			
5.			
6.			
7.			

**GROUP 4****TABLE FOR THE INFORMER**

1. As the informer, you should introduce yourself and answer all of the questions asked by the member of the other groups.
2. Tell them about your friends' stance in your category, for example 'BAD HABIT'.
3. When you have finished in one group, you should go to the other 3 groups.

**BAD HABITS**

**Write down bad habits that possibly make you sick. Give your reasons.**

No	Name	Bad Habit	Reasons
1.			
2.			
3.			
4.			
5.			
6.			
7.			

### TABLE FOR EACH MEMBER, EXCEPT THE INFORMER

#### As the member

1. There will be one new person from another group who will be an informer.
2. Ask him/ her information you need in completing your table below.
3. In each category, you should find information of at least 3 people.

#### **Category Group 1: Food**

No	Name	Food	Reasons
1.			
2.			
3.			
4.			

#### **Category Group 2: Drink**

No	Name	Drink	Reasons
1.			
2.			
3.			
4.			

#### **Category Group 3: Exercises**

No	Name	Exercises	Reasons
1.			
2.			
3.			
4.			

#### **Category Group 4: Bad Habit**

No	Name	Bad Habit	Reasons
1.			
2.			
3.			
4.			



**DO NOT SHOW YOUR CARD TO YOUR  
PARTNER**

Suppose you are a boy.

- Greet your partner.
- Ask her condition.
- Say that she is very good at school event (singing competition)
- Say that you admire her so much.
- Tell her that you actually love her.
- Ask her to be your girl.
- Do this conversation until you find a girl who can accept you as her boy.
- Make a promise that you will always make her happy.
- Good luck and have fun!

**DO NOT SHOW YOUR CARD TO YOUR  
PARTNER**

Suppose you are a girl.

- Respond his greeting.
- Respond everything he said.
- Say thanks to him if he praises you.
- You should accept his love if he praises you about your talent in singing.
- If you he is not the one, then refuse his love politely.
- Good luck and have fun!

**DO NOT SHOW YOUR CARD TO YOUR  
PARTNER**

Suppose you are a boy.

- Greet your partner.
- Ask her condition.
- Say that she is very good at school event (speech competition)
- Say that you admire her so much.
- Tell her that you actually love her.
- Ask her to be your girl.
- Do this conversation until you find a girl who can accept you as her boy.
- Make a promise that you will always make her happy.
- Good luck and have fun!

**DO NOT SHOW YOUR CARD TO YOUR  
PARTNER**

Suppose you are a girl.

- Respond his greeting.
- Respond everything he said.
- Say thanks to him if he praises you.
- You should accept his love if he praises you about your talent in speech.
- If you he is not the one, then refuse his love politely.
- Good luck and have fun!

**DO NOT SHOW YOUR CARD TO YOUR  
PARTNER**

Suppose you are a boy.

- Greet your partner.
- Ask her condition.
- Say that she is very good at school event (dance competition)
- Say that you admire her so much.
- Tell her that you actually love her.
- Ask her to be your girl.
- Do this conversation until you find a girl who can accept you as her boy.
- Make a promise that you will always make her happy.
- Good luck and have fun!

**DO NOT SHOW YOUR CARD TO YOUR  
PARTNER**

Suppose you are a girl.

- Respond his greeting.
- Respond everything he said.
- Say thanks to him if he praises you.
- You should accept his love if he praises you about your talent in dance.
- If you he is not the one, then refuse his love politely.
- Good luck and have fun!

**DO NOT SHOW YOUR CARD TO YOUR PARTNER.**

Suppose you are a boy.

- Greet your partner.
- Ask her condition.
- Say that she is very active student (she is the chairman of students organization)
- Say that you admire her so much.
- Tell her that you actually love her.
- Ask her to be your girl.
- Do this conversation until you find a girl who can accept you as her boy.
- Make a promise that you will always make her happy.
- Good luck and have fun!

**DO NOT SHOW YOUR CARD TO YOUR PARTNER.**

Suppose you are a girl.

- Respond his greeting.
- Respond everything he said.
- Say thanks to him if he praises you.
- You should accept his love if he praises you about your achievement as the chairman of students organization .
- If you he is not the one, then refuse his love politely.
- Good luck and have fun!

**Finding a Date**

**Rules**

1. The class is divided into 2 groups, 14 students each.
2. Group A should act as a boy, holding a card for a boy.
3. Group B should act as a girl, holding a card for a girl.
4. Group A should move around the class, try to find their partner in Group B.
5. The winner of the game is the one who could get his girl soon.

### Good News and Bad News

1. Devide the class into 7 groups. Each group consists of 4 students.
2. Each group will receive a set of picture and instruction.
3. One student will pick one card and show it to the group. He/ she should deliver 'good news' related to the card. For example: The good news is I remember that today is my mom's birthday, Happy Birthday, mom. I love you so much.
4. The other students should write his/ her news.
5. One student should try to find the corresponding 'bad news', for example: "The bad news is your mom doesn't hear what you said".
6. The student who delivers the logic bad news will keep the cards and the winner is the one who gets the most cards.





### GAME SHEET EMBARRASSEMENT

#### Silly Questions

1. Divide the class into two groups, Group A and Group B.
2. Give each of them worksheet based on their group. Group A should be the informer, who gives some information, while Group B should be the interviewer, who asks questions to Group A based on the clues given in the worksheet.
3. The students in Group B should take some notes based in the answers of Group A.
4. Use appropriate opening, extending, and ending conversation expression.
5. You may extend the conversation if you find any interesting topic.

#### Worksheet for Group B

No	Silly Question	Interviewee Response
1.	Have you ever had silly experience? What's that?	
2.	Imagine if you slip down on the way where so many people are around you, how do you feel?	
3.	Imagine if you walk with your torn skirt in a very famous department store where so many people are around, how do you feel? How do you express it?	
4.	Imagine if you walk down in escalator and suddenly you hit somebody around you accidentally, what do you feel?	
5.	How if you are in a restaurant having a big lunch and finally you couldn't pay for it because you left your wallet at home. How do you feel?	

### **INFOTAINMENT REPORTER**

1. Divide the class into 4 groups consisting of 7 students each.
2. A student in each group should be the artist to be interviewed.
3. The other students take roles as infotainment reporters of some magazines.  
They should report news related to the artist funny experience on the 'reveal the truth' column. As the reporters, you should ask the artist some questions based on the clues given in the worksheet.
4. As the reporter, you should ask as many questions as possible to get many information

Example of question:

1. Did you ever feel embarrassed?
2. When was that?
3. Could you tell me about it?
4. What did you do after that?

Table

No	Topic/ Setting (Place)	When?	Embarrassing Experience
1.			
2.			
3.			
4.			
5.			
6.			
7.			

GAME SHEET ANGER AND ANNOYANCE

Everyday Problems

<b>You have to work overtime during the weekend. What would you say?</b>	<b>You have to work overtime during the weekend. What would you say?</b>
<b>When you're trying to submit a deadline homework, the internet connection doesn't work well.</b>	<b>When you're trying to submit a deadline homework, the internet connection doesn't work well.</b>
<b>You're starving and the canteen is closed.</b>	<b>You're starving and the canteen is closed.</b>
<b>You're very starving and you have to queue for a long line to get your food.</b>	<b>You're very starving and you have to queue for a long line to get your food.</b>
<b>There're a lot of ads on your favourite TV program.</b>	<b>There're a lot of ads on your favourite TV program.</b>
<b>Your boy/ girl is lying to you.</b>	<b>Your boy/ girl is lying to you.</b>
<b>You should do many homework on your weekend</b>	<b>You should do many homework on your weekend</b>
<b>Your go to the bathroom, but there's no water there.</b>	<b>Your go to the bathroom, but there's no water there.</b>
<b>The air conditioner in your class doesn't work properly.</b>	<b>The air conditioner in your class doesn't work properly.</b>
<b>Your motorcycle is blocked by the others</b>	<b>Your motorcycle is blocked by the others</b>

## MEET MATE

### Rules

1. The class is divided into 2 groups, 14 students each.
2. Group A should hold a card for group A.
3. Group B should hold a card for group B.
4. Group A should move around the class, try to find their partner in Group B.
5. The winner of the game is the one who could get his partner soon.

<u>CARDS FOR GROUP A</u>	<u>CARDS FOR GROUP B</u>
<p><b><u>DO NOT SHOW YOUR CARD TO YOUR PARTNER</u></b></p> <ul style="list-style-type: none"> <li>➤ Greet your partner.</li> <li>➤ Ask her condition.</li> <li>➤ Ask him about his loan.</li> <li>➤ You tell him the amount of the loan is Rp.50. 000,00</li> <li>➤ Tell him you need it soon.</li> <li>➤ You got annoyed/ angry with him</li> <li>➤ Good luck and have fun!</li> </ul>	<p><b><u>DO NOT SHOW YOUR CARD TO YOUR PARTNER</u></b></p> <ul style="list-style-type: none"> <li>➤ Respond his greeting.</li> <li>➤ Respond everything he said.</li> <li>➤ You don't remember it and say sorry</li> <li>➤ Say you Can't pay it now</li> <li>➤ You ask more time.</li> <li>➤ You promised him to pay 25.000 as the half of it in a week.</li> <li>➤ Good luck and have fun!</li> </ul>
<p><b><u>DO NOT SHOW YOUR CARD TO YOUR PARTNER</u></b></p> <ul style="list-style-type: none"> <li>➤ Greet your partner.</li> <li>➤ Ask her condition.</li> <li>➤ Ask him about his loan.</li> <li>➤ You tell him the amount of the loan is Rp.60. 000,00</li> <li>➤ Tell him you need it soon.</li> <li>➤ You got annoyed/ angry with him</li> <li>➤ Good luck and have fun!</li> </ul>	<p><b><u>DO NOT SHOW YOUR CARD TO YOUR PARTNER</u></b></p> <ul style="list-style-type: none"> <li>➤ Respond his greeting.</li> <li>➤ Respond everything he said.</li> <li>➤ You don't remember it and say sorry</li> <li>➤ Say you Can't pay it now</li> <li>➤ You ask more time.</li> <li>➤ You promised him to pay 30.000 as the half of it in a week.</li> <li>➤ Good luck and have fun!</li> </ul>
<p><b><u>DO NOT SHOW YOUR CARD TO YOUR PARTNER</u></b></p> <ul style="list-style-type: none"> <li>➤ Greet your partner.</li> <li>➤ Ask her condition.</li> <li>➤ Ask him about his loan.</li> <li>➤ You tell him the amount of the loan is Rp.40. 000,00</li> <li>➤ Tell him you need it soon.</li> <li>➤ You got annoyed/ angry with him</li> <li>➤ Good luck and have fun!</li> </ul>	<p><b><u>DO NOT SHOW YOUR CARD TO YOUR PARTNER</u></b></p> <ul style="list-style-type: none"> <li>➤ Respond his greeting.</li> <li>➤ Respond everything he said.</li> <li>➤ You don't remember it and say sorry</li> <li>➤ Say you Can't pay it now</li> <li>➤ You ask more time.</li> <li>➤ You promised him to pay 20.000 as the half of it in a week.</li> <li>➤ Good luck and have fun!</li> </ul>



**DO NOT SHOW YOUR CARD TO YOUR PARTNER**

- Greet your partner.
- Ask her condition.
- Ask him about his loan.
- You tell him the amount of the loan is Rp.70. 000,00
- Tell him you need it soon.
- You got annoyed/ angry with him
- Good luck and have fun!

**DO NOT SHOW YOUR CARD TO YOUR PARTNER**

- Respond his greeting.
- Respond everything he said.
- You don't remember it and say sorry
- Say you can't pay it now
- You ask more time.
- You promised him to pay 35.000 as the half of it in a week.
- Good luck and have fun!

**E**

**INSTRUMENTS**

### Observation Guideline

Cycle :

Meeting :

Date :

Topic :

No.	Aspect	Description of Classroom Situation
1.	Pre-teaching a. Preparing the classroom, teaching materials and media. b. Preparing the students (opening the lesson, greeting, asking the students' condition and checking the students' presence). c. Reviewing the last meeting material and outlining the material that will be taught. d. Stating the learning objectives that will be reached by the students. e. Doing warming-up activities to attract and direct the students' attention by involving their mind and heart through some questions - answer activities leading to the topic and intended competency.	
2.	Whilst-teaching a. Comprehension Focus (students' comprehension of meanings of expressions used to realize the intended function) b. Language Focus (students' learning of pronunciation, spelling, grammatical structures, of the expressions used in the input text) c. Communication Focus (students practice of using the already learned expressions for communication)	
3.	Post-teaching a. Giving home work (if any). b. Doing a reflection together with the students and guiding them to make a conclusion towards the material they have just learned. c. Making the students aware of the usefulness of the already learned expressions in real life. d. Telling students what they will learn for the next meeting and asking them to prepare it. e. Closing the lesson.	

Bantul,

2011

Observer

**Ratri Cahyani**

**NIM. 06202241014**

### INTERVIEW GUIDELINE

- **Reconnaissance**

a) The interview guideline with the English teacher

Date :

Place/Time :

Interviewee :

No.	The matters	The answer
1.	What do you think of the students' ability in the learning of English?	
2.	From the four skills of English, which one is difficult for them?	
3.	How often do you teach the four skills of English?	
4.	Are the students active in the English speaking class?	
5.	Are all the students involved in the English speaking class?	
6.	Do the students enjoy speaking in English?	
7.	What techniques do you usually use in speaking class?	
8.	Do the students interest with the techniques you use?	
9.	What problems do you usually face in teaching English speaking class?	

10.	How do you usually solve the problems?	
11.	What are the school's facilities to support English teaching learning process, especially the speaking class?	
12.	Have you ever used those facilities in teaching English speaking class?	
13.	How were the students' responses when you use those facilities?	
14.	Does the school principal support the English teaching process?	
15.	What kind of support is it?	

b) The interview guideline with the students

Date :

Place/Time :

Interviewee :

No.	The matters	The answers
1.	Do you like learning English?	
2.	From the four skills of English, which one is difficult?	
3.	Why is it difficult?	
4.	How often the teacher teaches the skill?	
5.	What activities that you can do during the learning process? Are you happy with those activities?	
6.	What media which the teacher used in the teaching and learning process?	
7.	What problems do you face during the teaching and learning process?	
8.	What is the thing which disturbs during the teaching and learning process?	
9.	What do you feel when you ask the teacher about the materials which you do not	

	understand or when you are asked by the teacher?	
10.	What kind of the teaching and learning process of English that you expect?	

### **Reflection untuk Guru**

Hari/ tanggal :

Topic :

Tempat :

No	Pertanyaan	Jawaban
1.	Bagaimana menurut Ibu action yang dilakukan tadi?	
2.	Apa ada kekurangan yang perlu dikaji?	
3.	Improvement apa yang harus diimplementasikan di pertemuan selanjutnya?	
4.	Apa manfaat bagi Ibu setelah adanya action ini?	
5.	Dilihat dari situasi kelas dan kondisi siswa, apakah dengan adanya action ini membantu untuk meningkatkan speaking skills anak-anak?	
6.	Apa saja peningkatan siswa yang bisa Ibu lihat?	

7.	Kira-kira apakah action yang sudah dilakukan efektif?	

**Reflection untuk siswa**

No	Pertanyaan	Jawaban
1.	Bagaimana menurut kalian action atau games yang dilakukan tadi?	
2.	Apa ada kekurangan yang perlu dikaji?	
3.	Apa ada saran untuk games dan action selanjutnya?	
4.	Apa manfaat untuk kalian setelah adanya action ini?	
5.	Dilihat dari situasi kelas dan kondisi siswa, apakah dengan adanya action ini membantu untuk meningkatkan speaking skills kalian?	
6.	Apa saja peningkatan siswa yang bisa kalian rasakan?	
7.	Kira-kira apakah action yang sudah dilakukan efektif?	

8.	Games apa yang paling kalian sukai?	
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### **Pre-test instrument**

Type of the text : Speaking Performance

Skill : Speaking

Language Function : Expressing Relief, pain, pleasure

**Procedure:**

1. The English teacher divides the students into pairs using random selection technique. Group A and B.
2. The English teacher asks Group A to randomly take a role card containing situation.
3. The member in Group A who get the same number with the number in Group B should arrange a dialogue based on the situation.
4. During the performance, the English teacher and I will assess their performance by using provided rubric.

### **Post-test instrument**

Type of the text : Speaking Performance

Skill : Speaking

Language Function : Expressing stance, love, sadness, embarrassment, anger, and annoyance

**Procedure:**

1. The English teacher divides the students into pairs using random selection technique. Group A and B.
2. The English teacher asks Group A to randomly take a role card containing situation.
3. The member in Group A who get the same number with the number in Group B should arrange a dialogue based on the situation.
4. During the performance, the English teacher and I will assess their performance by using provided rubric.

**Scoring rubric for speaking performance (Christine Goh)**

NO	ASPECT	INDICATORS	SCORE
			5=very good, 4=good, 3= fair, 2=poor, 1= very poor
1.	Phonological Skill	Students are able to articulate and blend vowels and consonants of the language that they are learning (pronunciation) and use appropriate stress and intonation to represent their message as given and new information clearly to listeners.	
2.	Speech Function	Students are able to use spoken words to perform communicative functions, such as requesting, declining, explaining, complaining, encouraging, directing, warning, agreeing, etc. for achieving specific communicative trends in routine social and transactional exchanges with correct grammatical patterns and a number of intended vocabularies.	
3.	Interaction Management Skill	Students are able to manage face-to-face interaction by initiating, maintaining, closing conversation, regulating turn-taking (offering a taking conversational turns), changing topics (modify or redirect the focus or topic of an interactional) and negotiating meaning to ensure that one understands what our interlocutors mean.	
4.	Extended Discourse Organization Skill	Students are able to establish coherence and cohesion in extended discourse by using established conventions to structure different types of spoken text (e.g. narrative, recount, etc.)	
Total Score			20 x 5 = 100

**Conversion table**

Range	Category
1 - 20	Very poor
21 - 40	Poor
41 - 60	Fair
61 - 80	Good
81 - 100	Very good

F

FIELD NOTES

❖ **Fieldnote 1****First Observation**

Date : 16 November 2009

Time : 07.45 – 09.05 (2<sup>nd</sup> and 3<sup>rd</sup> period)

Place : X 1 (*CI*) Classroom

The English teacher and I came to the class at 07. 40. We decided to choose this class as the subject of the study because it had the lowest speaking skills score among the other skills. I did not do the detail observation in this class, especially to the students. They had known me before because they were my students. I taught them in the extracurricular program. I had been teaching them since August. It made the students shared any problems they faced especially in learning English. The English teacher opened the class and gave a minute to have introduction. I introduced myself though they had already known me before and I explained the purpose of this research and asked their help. They agreed to help me. After that the students started to open their LKS. The teacher asked them to continue doing the next task. It was about descriptive text. The English teacher wrote the formula of Simple Present Tense and the example of the sentences, in positive, negative and interrogative. The students took a note of that and they were asked to do the exercise of the topic from their LKS. After that the English teacher asked them one by one to write down the answer and discussed it together. The number of the exercises was 15 numbers, consisting 2 parts, the close test questions and the comprehension questions. After that the English teacher gave example of adjectives used in describing people and asked the students to repeat her pronunciation. At the end of the lesson, the English teacher asked the students to make a descriptive text as their homework and they would perform it in the next meeting. The students did not interact with the English teacher well. They tend to be passive though they did not understand the materials. They preferred asking to their friends than to their English teacher. They were still shy and less motivated to ask about their difficulties. After the class was ended up, I asked three students to be interviewed. This can be seen in the interview transcript 1.

❖ **Field note 2****Second Observation**

Date : 15 November 2010

Time : 12.10 – 13.30 (7<sup>th</sup> and 8<sup>th</sup> period)

Place : XI IPA1 (*CI*) Classroom

I came to the school at 11.30 to meet the English teacher to conduct the observation. Before conducting the observation, I first interviewed the English teacher about the English teaching process in this school, especially for the grade eleventh. The English teacher and I decided to conduct a research in XI since it was a special class with higher intelligence among the

other classes. The English teacher suggested XI because they had the lowest scores in speaking among the other classes. The other proof was that the debaters were not from that class. After that, I came to the English room to observe the English teaching learning process. The class was begun at 12.10 a.m. In this meeting, the English teacher explained report text. Before explaining the material would be learnt, the English teacher did not give any eliciting first to direct the students' understanding of the material. The English teacher asked the students to read the text book and answer the question about the text. After that, the English teacher and the students discussed the text and she asked them to translate it. Next, the English teacher asked one of them to retell the text. The students did not respond it so the teacher and the students translated the text together. Then, the English teacher explained the material in limited amount so that when the students were asked to make a summary of a report text, they could not do it well. The condition in the class seemed tight because the students seemed afraid of asking questions about the material. The teaching period was 45 minutes for each section or 90 minutes for each meeting. Thus, the class was ended up at 13.30 and the English teacher asked the students to finish the summary of the report text and performed it next Saturday. After that I met the English teacher at the office. I showed the course grid and the games plan and she agreed. The English teacher was very pleased if she could be the main teacher and I became the observer. She said that she was interested to teach her students using interactive games when she heard the plan. She was afraid if she became the observer, she would miss important things in observing the teacher. Besides she wanted to teach using games so she could learn from this research in using games. So we decided to choose the English teacher as a teacher and I myself took a role as the observer. We had a discussion until 3 o'clock because on that day the English teacher was in duty (*piket*) on the extracurricular program, so she could stay until 4 o'clock in the school. We discussed the plan, the media and also the teaching aids needed. The English teacher read the entire games plan and asked everything she wanted to know especially the procedure of the games. She also prepared herself to use classroom English in every stage of teaching.

### ❖ **Fieldnote 3**

#### **Pre-test**

Date : 05 January 2011  
 Time : 12.00 – 13.30 (7<sup>th</sup> and 8<sup>th</sup> period)  
 Place : XI IPA1 Classroom

I came to school at 11.30 o'clock. The English teacher had not come yet so I decided to wait for her while preparing the materials needed on that day. The English teacher came to the school 15 minutes later. She called me and asked me to come to her office because I was in the library. We entered the class at 12.00 after the bell was ringing. The English teacher greeted the students in Indonesian and they answered it. After that, the English teacher asked the

students to have a prayer in Indonesian. She asked the students' condition and checked their attendance. Next the English teacher explained the activities that would be done that day. She told the students that they would have speaking test through performance test. The students complained about the test. They said that they preferred reading test than speaking. Then I said that they had already promised to have a test. They agreed and did not feel too worried because I had already explained before about this research and they agreed to be the participant of the study and have a test before the actions done.

The English teacher explained the procedure of the test. First, each of them should have a partner. They were very noisy in choosing their partner. The English teacher smiled and asked them to keep silent because they could not choose their partner by themselves. They should follow the rule. Then, the English teacher explained the rule. The students should pick one of small papers in the box provided and find the one who got the same number. I wrote number 1 until 14 since the students were 28 and none of them was absent. They should find their partner by matching their own number. They should do this in order to have fair random selection so the students could have anyone as their partner, not always their best friend. The English teacher gave the 5 minutes to do this random selection and in 5 minutes they had to sit next to their partner. Five minutes later, the students had found their partner and they already sat down beside their partner. The English teacher continued to explain the procedure of the test. Some of the students took a note of the teacher's explanation.

The procedure was that the English teacher would give the students a number of cards contained some situations and also pictures. The students should make a dialogue based on the clues given. The expressions they used were based on their previous lesson. The expressions were expressing relief, pain, pleasure, satisfaction and dissatisfaction, asking and giving opinion. That material had already learned in the first semester. The students worried and asked the English teacher to give them time to prepare the dialogue. The teacher agreed and would give them 10 minutes in preparing the dialogue. After making the dialogue, they should perform in front of the class and the others should go outside of the class. The other students should keep silent while there was a performance and they should practice quietly. Before I distributed the cards, the English teacher presented an example of situation and a picture in power point in order to make the students understand easily about the topic of the dialogue.

After a while, 14 students picked up the cards and started to make a dialogue. They were not supposed to open their notes. They had to imagine and recall their memories from the previous lesson. The students should perform their dialogue in at least 5 minutes. The English teacher and I looked around to see their works. Some of them asked us some questions but we suggested them to open the dictionary. Ten minutes later, they were ready to perform and the English teacher asked the first group to come in front the class and asked the others to go outside the class. The English teacher and I did assessment using

the same rubric and at the end of the test, we would compare our result to see the validity of the assessment. The students had difficulties doing the performance. Some of them just wasted the time by having introduction and they seldom used gambits. They sometimes stopped in the middle of the conversation because they forgot the words. Many of them mispronounced some words and only 3 partners who showed satisfactory result. Some of them felt shy to speak and lacked of using gestures in performing the dialogue.

After 11 pairs performing their dialogues, the bell rang as the sign of the end of the lesson. All students came inside to the class and the English teacher asked the rest of the students who had not performed their works yet to choose whether they would continue or go home. They decided to continue the test on that day so the English teacher closed the lesson and we continued to assess the rest of the students. After finishing the test, I closed the lesson and thanked to them since they wanted to finish the test on that day. After that, the English teacher and I compared our result and there was a little difference but it did not affect the assessment since it was small number.

#### ❖ **Field note 4**

##### **First Meeting (Cycle 1)**

Date : 14 January 2011  
 Time : 07.00 – 08.20 (1<sup>st</sup> and 2<sup>nd</sup> period)  
 Place : XI IPA1 Classroom  
 Language function: Expressing Stance  
 Topic : Stay Healthy

The English teacher and I came to the class and I sat down in the back of the class. The English teacher started the lesson by greeting and praying in English. The students responded her greeting and they started to pray for a while. After that, the English teacher asked the students' condition and checked their attendances in English while preparing her laptop and the LCD. Some students also answered it in English but some of them just kept silent and even two students did not prepare their LKS. The English teacher came after them and asked them why they did not prepare their LKS. One of them answered in Indonesian "*Lupa Bu, buku saya ketinggalan dirumah. Tadi berangkat ke sekolah buru-buru*". The English teacher asked another student. He explained in Indonesian "*Maaf Bu saya tadi berangkat dari rumah nenek jadi saya ga bawa LKS-nya Bu*". The English teacher gave them punishment to memorize 10 new vocabularies in the text page 6 and asked them to join the others. Both of them should submit the vocabularies for next week. The other students laughed at them. After that, the English teacher gave them a new rule in English lesson, that the students should use English in their communication in English lesson. She also asked the students to answer and ask questions in English. Most of them were surprised and grumbled. When the English teacher asked them to speak in English in all expressions used in the class, the students complained the idea and they refused it. Some of them

said “Okay, Mam. I will use English but I can only say yes no, no what what *kan*, Mam?” Another student replied “Yes, Mam. It’s very difficult. I can speak English but little little”. The other students laughed at them and the English teacher explained the correct words. She convinced them that she would help them to express their ideas in English, so that they did not have to feel worry about it. She also gave motivation to the students by retelling her first experience speaking in English. Then, the English teacher gave them eliciting material. She said “Have you ever got sick? “, the students answered “Yes”. Then the English teacher continued the eliciting based on the lesson plan we had discussed. When the English teacher asked them about how to keep body healthy, most of them answered it in Indonesian. The English teacher asked them to answer it in English and only a few of them who spoke in English. The English teacher showed some pictures through LCD so that the students could see them. She showed 9 pictures and asked them to write down the activity of the people in the pictures. They wrote it down in the worksheets that I had distributed. They thought seriously and started to write something in English. One of them asked the explanation of a picture because she felt confused about it. “*Bu, yang dipojokan gambar orang ketawa kelihatan muka-nya itu apa Bu?*” she said. The English teacher answered that it was a picture of smiling people, then she asked whether smiling was healthy or not for their body and mind. She also forced the students to practice speaking in English so they would ask and answer questions using English, not Indonesian. If they could not find the appropriate words, then they could mix those 2 languages.

One of the students said “*Wow, smiling can make healthy, but not smiling in the street terus ya teman- teman. Nanti dikira crazy donk*”. The situation in the class became humorous. The English teacher also smiled at the students. Then, they discussed activities done by the people in the pictures. The English teacher showed some sentences under the pictures. The next task was reasoning task. The students should make some reasons based on the pictures they had chosen. The English teacher gave them 2 examples and time for about 7 minutes to do the task. She moved around the class and checked the grammar and also dictions of the students’ works. There were 4 students sat in the corner who did not do the task. They just talked to each other. The English teacher approached them and warned them. After that they started to do the task. Then the English teacher started to discuss the task. She discussed it orally and asked the students to spoke loudly to make the reasons of the activities in the previous task. They spoke enthusiastically. The English teacher corrected their pronunciation when they mispronounced some words. After completing and discussing task 2, the English teacher asked them to have listening comprehension task. They answered comprehension questions on their worksheet provided while listening to the recording. The English teacher checked the sound of the recording first and asked the students in the back whether they could hear it or not. They said that it was very clear. Then, they started to focus on their own worksheets. The recording was played twice in order to make them easily checked the missing words. When the first



recording was played, the students cried and complained why the voice was too fast, but after that the English teacher played the recording again and they paid attention on it. The situation was very silent and the students could do the task easily. Only some of them still complained that the voice was too fast. The students and the English teacher discussed together the listening comprehension questions. In the discussion, one student said that “Mam, I don’t like pizza like Jimmy, it make me having *kanker*”. Another student replied his statement quickly “Pizza doesn’t make us get cancer, it will make our stomach full, Hakim”. “What I mean is ‘*kanker*’ not ‘cancer’, *Kanker* is *kantong kering*, you know?”. Suddenly, the whole class laughed at him. After that, the English teacher wrote down the two statements on the whiteboard and corrected their grammar and pronunciation. After having the discussion, the students did Task 4. In this Task, the students made a list on the worksheet provided about the Do’s and Don’ts to have healthy life style. They filled the list based on the recording from the previous Task. After discussing the list, the English teacher explained about the intended language function, that was the expression of stance. On her explanation, one student said “*Lho, Buk*. It’s like asking and giving opinion. We study that in the X grade”. Then the English teacher replied “Yes, it’s just the same, but our term today is expression of stance, similar as asking and giving opinion”. Since the students were familiar with the material, the English teacher went directly to the next task, it was about pronunciation task. The English teacher gave correct pronunciations on some words and asked the students to repeat the words. Some of them still mispronounced some words and one of them said “*Buk, susah ya*, our tongue should *digigit*. *Ga terbiasa, Buk*, so it’s difficult”. Then the English teacher came approaching them and asked them to pronounce the words correctly. After that, the students and the English teacher discuss Task 7 together. Then, the English teacher asked the students to play a game. The students felt very happy as they had a game for speaking practice. In explaining the rule of the game, the English teacher still used some Indonesian expressions in order that the students understood easily the procedure. When the English teacher was explaining the instructions, I found that some students talked to the others and did not pay attention to the English teacher’s explanation. Then, the English teacher distributed the cards and asked them to do the game. They talked loudly to find members. After completing seven groups, they did the game and the English teacher monitored by moving around the class and checked their pronunciation. Niki who was from the fifth group felt annoyed because she could not get even one card from her leader. When she was trying to guess words or phrases in the pictures, she always got wrong. Once, the other members laughed at her and she replied by saying “Oh I’m so sorry, I don’t like drinking milk in the morning”. Another student asked “Why?” Then she replied “Ya, I don’t like to be fat. Drinking milk can make me fat”. Enggar said “No..no..I don’t agree with you. I think drinking milk can make us healthier and have more energy at school” Niki replied “Yes off course healthier, but you must know the difference between healthy and fat, right”. The other members laughed

together and the game continued. There was a group which was not as hoped. They could not do the game since they did not know what to do. Furthermore, the leader of the group could not express his idea in English. He lacked vocabularies. After 15 minutes, the English teacher stopped the activities and asked a group to come in front of the class to perform their work. The other students paid attention on them and gave them applause after completing their conversation. After that, the English teacher reviewed the material on that day and closed the lesson by having a prayer.

#### ❖ **Field note 5**

##### **Second Meeting (Cycle 1)**

Date : 15 January 2011

Time : 07.00 – 08.30 (1<sup>st</sup> and 2<sup>nd</sup> period)

Place : XI IPA1 Classroom

Language function: Expressing Stance

Topic : Stay Healthy

The English teacher and I entered the class at 7.05. While she was opening the lesson, I prepared the laptop and LCD. The English teacher opened the lesson by saying a prayer in English. She greeted the students in English and the students also replied her in English. Then she explained that on this second meeting, the students would do the continued task from the previous meeting. It meant that the topic and the material were still the same as the previous meeting. After opening the lesson, the English teacher asked one student to lead the class to have a prayer. He stood up and looked confused. He said “*Gimana Buk? Let’s pray, gitu Buk?*” Then the English teacher taught him correct expression to say a prayer. After that, the English teacher gave review from the intended expression. She gave some words that reminded the students about the previous material. The students still remembered the expression and they answer the English teacher’s questions fast. Some of them still used Indonesian in answering the questions. The English teacher wondered why the students seemed not enthusiastic in her lesson. She asked their condition once again “Are you okay class? Why do you look so reluctant today?” The leader of the class answered “We’re worried, Mam. We have to perform something on school anniversary next month, but we are still confused. *Semua kelas sudah latihan, Buk. Tapi kita belum.* Do you have any idea, Mam?”. The English teacher suggested them to perform drama accompanied by musical acoustic. “Irfan and David are good in playing guitar, right. Why don’t you perform musical drama about love? I think it will be very nice since you have very talented friends in music in this class” the English teacher said. The leader and the other students were happy to hear that and they had a new idea on their performance. Then, the students continued the activity in the classroom by having pair activity. She asked the students to work in pairs and do Task 9. The students worked very seriously in finishing the task. Some of them who had done doing the task continued to practice the dialogue with their own partner. One of them asked “Mam, what

is ‘dizzy’?” The other students answered it “*Pusing yo*”. The English teacher said that it was true. She said that ‘dizzy’ was *pusing* in Indonesian. It needed more than 5 minutes for the whole class to start the dialogue performance since they still arranged the dialogue into a good order. After that, the English teacher discussed the correct order of the dialogue and asked a pair to perform in front of the class. Esthi and Wahyu came in front of the class to perform a dialogue. They did it very well. After they performed the dialogue, the others gave them applause.

Then, the students did Task 10 in pairs. They should completed 3 dialogues with correct expression of stance. In this task, the students worked in pairs and the English teacher moved around to check their work. Sometimes, she came approaching a group in order to help the students if they found some difficulties. When the students found new vocabularies, the English teacher wrote down those words on the white board. The students mentioned some new words, such as, steady, otherwise, and instead. The English teacher explained them the meaning of those new words. Then, they wrote some notes on their books. After completing the blank spaces, they did conversation while reading the dialogue on Task 10. The English teacher found some mispronounced words, such as blood, vitamins, supplement, environment, and valuable. The English teacher corrected their pronunciation directly when they made mistakes. After that, the students did the next task. They put tick on the activities in the table based on their daily activities. The English teacher asked them to do it and they could mark more than one statement. They needed less than 5 minutes in finishing the task. Some of them discussed the statement with their partner. They wondered what their partners’ choice. While having discussion, they talked loudly and some of them laughed at their friend’ choice. Knowing this condition, the English asked them to be quiet and continued to the next task. In Task 12, the students should make questions and answer based on their choices in the previous task. They did this on their own worksheet provided. Sometimes they got confused since they did not know the reason why they chose the statements in Task 11. One student asked the English teacher “Mam, if I write same reason for 3 number it’s OK *kan*?” the English teacher replied “No, you cannot write same reason in different number. One reason is for one number. There are still so many reasons in keeping your health, right”. Then, the students disappointed as they should find another reason for their choices. One student said “*Lha* but, Mam, consume vitamin can make us healthy, eat vegetables also can make us healthy. It’s same, Mam”. “Yes that’s right. Every choice you marked are healthy for you, but just put a reason for each statement, OK”. After finishing the task, the English teacher asked the students to stand up and formed groups consisted of 7 students each. One of them yelled “Hurray, we will play game again”. Each group had different theme and there were four themes, they were healthy food, drink, exercise, and bad habit. The students with ‘Healthy Food’ theme should get all information about healthy food proposed by the members of that group by writing down in a list provided by the English teacher. After that one student as the informer

should go to the group to be interviewed about the information he or she had. As the informer, he or she could bring the list of healthy food from his or her own group to be shared with the new group. In completing the list, some students were having debate. They had same favorite meals and wrote down same reasons. This also happened in other groups. Some of the members wrote down same drinks, exercises and bad habits. They also put same reasons on it. Knowing this condition, the English teacher tolerated two or three similarities in one group. Thus, there should be four or five different opinions in each category. The students felt difficult in playing this game since they still talked in English slowly. They still did many pauses in order to find appropriate words which represent their mind. The English teacher moved around and monitored each group. Sometimes, the students asked the English teacher about difficult words or phrases. The English teacher stopped the game after 15 minutes. Since the limited time, she did review fast and told the class to study the material again by themselves at home. Then, the English teacher closed the lesson by saying a prayer.

#### ❖ Field note 6

##### Third Meeting (Cycle 1)

Date : 21 January 2011

Time : 07.00 – 08.30 (1<sup>st</sup> and 2<sup>nd</sup> period)

Place : XI IPA1 Classroom

Language function: Expressing Love and Sadness

Topic : Would you be my Girl?

The class began at 7 after the English teacher and I entered the class. The English teacher greeted them and opened the lesson by praying. I prepared the LCD and laptop after distributing handout and worksheet for the students. One student who had just received the handout asked me about the topic on that day. “Miss, *kok ada gambar kayak gini? Yang ini kayak Aladin, trus yang ini kayak Romeo Juliet*”. “Yes, you’re right. We’ll discuss love expression. You’ll like it”. I replied. After that the English teacher asked them whether they had got the handout and the worksheet. The students checked the handout and some of them talked to each other discussing the content of the handout. The English teacher presented the Power Point Presentation about the intended expression and the students cheered up after they saw the picture in the presentation. It was the picture about boys who expressed their love to their girlfriends. Some of them yelled “*Ihiirr,, cieee kuwi Zudi karo Niki*”. Zudi and Niki felt embarrassed. The English teacher smiled and continued her explanation. She asked Zudi “Zudi, tell the class about how do you express your love to Niki?” The class condition became so noisy since the other students yelled Zudi and Niki. Then, Zudi stood up and told the class “I gave her a flower and played guitar, sang a song to her on her birthday. She accepted me as her boyfriend” After that, the English teacher continued asking some question related to the topic. Some students answered her questions in English but sometimes they used Indonesian. After finishing

Task 1, the students did Task 2 in the students' worksheet. They wrote down their experience about falling in love. Then, they continued doing Task 3 in pairs. They did Task 3 only in 5 minutes. After that, the English teacher and the students discussed the answers of Task 3. The English teacher said that they would have listening session, so the students kept silent and waited for the English teacher's instruction. The English teacher played the recording twice and there were still some students who had not finished doing the task. She played the recording once more and it seemed that the students had completely done with their answers. After that, they discussed the answers and the English teacher wrote some answers on the whiteboard. Finishing Task 5, the English teacher did not need much time to explain the expression since the students were very familiar with that. Continued to Task 7, the English teacher gave correct pronunciation on some words related to the topic and asked the students to imitate her. After that, the students did Task 8. Some of them complained in doing Task 8. They had difficulty in arranging the jumbled letters. Then, the English teacher gave them some clues in English, but still, they did not get the main point of the clues. Finally, the English teacher wrote down the answers and asked the students to pronounce the words in correct pronunciation. After that, the English teacher asked the students to divide the class into 7 groups, consisted 4 students each. The students formed the group fast and they waited for the English teacher to tell the procedure of the game. In a group, one student was supposed to deliver good news related to the picture he or she got. The other members should try to reply using reasonable bad news. The student who could deliver reasonable bad news would keep the picture and he or she should take the next picture to give the good news. After the cards were finished, they should wait the other group and change the cards to get a new theme. In explaining the procedure of the game, the English teacher spoke to fast and some students did not understand the way to play the game. Knowing this condition, the English teacher asked one group to come in front of the class to demonstrate the game in order to make the whole class understand the procedure of the game. After that, they played the game since all students had already got the idea how to play the game. Some students in the corner laughed loudly and the English teacher came approaching them. She asked what had just happened because they made a loud noise. One of the students said that some members delivered silly news and made the other laughed. The English teacher came approaching them and Izzudin explained that Roni gave a necklace and ring for his daddy. Then, Zudi gave reason why it could be possibly happened. He said that it was because Roni took wrong gift in the gift shop, wrong gift in the wrong box for the wrong person. The other members of the group finally agreed Zudi's reason and he got the card. The English teacher corrected the wrong pronunciation of the word 'wrong'. After finishing the game, the English teacher did review on the expressions of love and sadness. Then, she closed the lesson.

❖ **Field note 7****Fourth Meeting (Cycle 1)**

Date : 22 January 2011

Time : 07.00 – 08.30 (1<sup>st</sup> and 2<sup>nd</sup> period)

Place : XI IPA1 Classroom

Language function: Expressing Love and Sadness

Topic : Would you be my Girl?

The English teacher and I entered the class at 7 and she opened the lesson by having a prayer as usual. I prepared the media and distributed the students' worksheet. The English teacher gave some questions to the students about the previous material. The students still remembered well the previous meeting since they were very happy knowing the material was about expressing love. After that, the English teacher asked them to open their handout and did Task 10. The students practice the dialogue and some of them still talker with their friends in Indonesian. The English teacher asked them to keep silent and practice the dialogue in Task 10 like the others. The English teacher wrote down some words on the whiteboard. She asked the students to guess the meaning of the words. She gave correct pronunciation on some words and phrases. After practicing the dialogue, the English teacher asked two pairs to practice in front of the class. Then, the students did Task 11 and practice the dialogue with their partner. The English teacher moved around to check whether the students had difficulty. After that, they did Task 12 in pairs. The made a dialogue based on the guidelines on the handout. The English teacher asked them to write the answer on the students' worksheet. The English teacher checked their work and gave them correct expression in starting and ending a conversation. Due to the limited time, the English teacher went directly to Task 14 that was game. When the English teacher told them that they would have 'Finding a Date' game, the students felt happy. They told the English teacher that the game had already played when they were in the tenth grade. I told them that the expression would be different since in this game they would use the expression of love and sadness. They said it did not matter because they liked the game. They could move around the class to find their partners and they would express their love to their partners. In playing the game, some students did not use appropriate way to open, extend, and end conversation. They also still had difficulty in pronouncing some words. The English teacher tried to correct their mistakes patiently. Six minutes passed and there was a boy who finally found his partner, a girl and they became the winner. Accidentally, the girl was his girlfriend. They were lovers. The class was very crowded. The others yelled them and they both seemed embarrassed. After that, the game continued and lasted for ten minutes. The English teacher asked the winner to perform in front of the class and the class was filled by yelling and fun. After the game finished, some of the students were asked to perform their dialogue. The students forced Zudi and niki to perform, but Niki did not want to come in

front of the class. Then, Zudi insisted her “*Oo, jadi kamu mau kalau aku menyatakan cinta ke orang lain?*” And finally Niki said “Okay”. The other students gave them applause. At the end of the lesson, the English teacher reviewed the material and ended the lesson by saying a prayer.

#### ❖ **Field note 8**

##### **First Meeting (Cycle 2)**

Date : 4 February 2011

Time : 07.00 – 08.30 (1<sup>st</sup> and 2<sup>nd</sup> period)

Place : XI IPA1 Classroom

Language function: Expressing Embarrassment

Topic : Laugh or Blush?

The English teacher and I entered the class at 7. The students were still busy preparing their books. The English teacher greeted the students and asked Gun to lead the class to have a prayer. Gun did not feel confident and he asked Dery to help him. Since they talked to each other in long time, the English teacher wrote the expression in opening prayer and asked Gun to read that. After having a prayer, the English teacher wrote ‘ENGLISH PLEASE’ in the up right corner of the white board. She reminded the students to use English in every talk they did. She also asked Zudi, as the leader, to give his friends schedule in leading the class to have a prayer in both opening and ending the lesson. Therefore, some students took a note on the English teacher’s note on the whiteboard about opening and closing prayer. After that, the English teacher showed them some pictures related to the intended expression. Before explaining the material, she asked Irfan and Zudi to go to the library to borrow some dictionaries. She told the class that before having English lesson, they should already borrow dictionaries from the library. It could make them translate and find the difficult words easily. If the dictionaries were not enough for all of them, it was okay. They could share the dictionaries with the others. Then, she asked some questions to the students in English slowly. The students answered it in many words “The girl and the man smile, Mam” Wening said. “Yes, Mam, and the women close her mouth” Agus added. The English teacher gave them praise “Good”. She wrote down that two sentences on the whiteboard and corrected the mistakes. After that, the English teacher asked them to answer the questions in Task 2 orally. Some of them still used Indonesian in saying some phrases but the English teacher always pointed the ‘ENGLISH PLEASE’ writing on the corner of the whiteboard. At first, Agus felt annoyed as he could not find appropriate English translation in expressing his idea, but finally the English teacher helped him to find simpler and shorter words. Then, the English teacher asked them to continue doing Task 3. Here, they heard a recording and they should complete the blank spaces in Task 3 based on the recording they heard. The English teacher played the recording twice and the students

had completely answered all questions. The students said that the listening part on that day was easy since they were asked to complete the expressions from the recording. They had already read the situation and it could ease them in completing the dialogue. After discussing the answer in Task 3, the English teacher asked Arif and Wahyu to act the dialogue out. They read the dialogue and the English teacher corrected the mispronounced words. After that, they did the next task, stating some statements whether it was true or false based on the information from a dialogue. The English teacher asked the students to mention some new vocabularies in that dialogue and she wrote them down on the whiteboard. After completing the table, the English teacher and the students discussed the answers together, but, at first the English teacher asked Wahyu and Eko to read the dialogue aloud. After that, the students did Task 5. It only took less than 5 minutes for them to do the task since it was only matching task. Then, the English teacher explained the language function and asked them to do the next task. In Task 7, the students should make some list about the expression to shoe embarrassment. They did it very well. 30 minutes before the class ended, the English teacher asked them to form 2 groups. They did it fast since they were very happy knowing they would play a game. After the English teacher explaining the term, the procedure of the game, and giving pronunciation drill, she asked a pairs to demonstrate the game in front of the class. She asked them voluntarily and there were seven pairs who wanted to come in front voluntarily. After having demonstration, the students played the game and some of them felt very disappointed since they did not get pairs as they wanted. There were two big groups consisted of fourteen students each, therefore the students who became the interviewer should collect information as they could to complete the guidelines. In ten minutes, some students had completed their guidelines and five of them still looked for the interviewees. The English teacher stooped the activity and changed the students' positions, the students who became the interviewers should be the interviewees and vice versa. After 20 minutes, the game was stopped since the time was up. The English teacher ended the lesson.

#### ❖ **Field note 9**

##### **Second Meeting (Cycle 2)**

Date : 5 February 2011

Time : 07.00 – 08.30 (1<sup>st</sup> and 2<sup>nd</sup> period)

Place : XI IPA1 Classroom

Language function: Expressing Embarrassment

Topic : Laugh or Blush?

The English teacher and I entered the class at 7.05. She greeted the students and sat down on her seat to prepare her laptop. Without being asked by the English teacher, Zudi led the class to say a prayer in English. The English teacher praised his effort. She checked the students' attendance and started to discuss the previous material. She reviewed the material on the previous



meeting. The students could answer it in English. She asked whether they already borrowed the dictionaries from the library, and the students, in fact, already did that. "There are only 6 dictionaries, Mam." Niken and Rahma said. "It's OK. The important thing is that you have a dictionary when you need that" replied the English teacher. After that, the English teacher asked them to do Task 10. They completed 2 dialogues with the suitable expression provided in the box. After 10 minutes, the English teacher asked a pair to demonstrate the dialogue in front of the class. They laughed at the dialogue at first since it was about embarrassing experience. After that, the students did the next task. After discussing Task 11, the English teacher asked the students to complete the exercises and submit their works before she came back. She needed to leave the class for 10 minutes. During 10 minutes, I looked around trying to help the students finishing their exercises. They could finish it in 8 minutes as they had already familiar with the terms of expressing embarrassment. Then, they composed a dialogue in Task 12 as free production. Some of them asked the English teacher about some words or phrases. They used English in asking the questions. The English teacher gave them verbal praise and positive encouragement since they also practiced how to open, end, and extend conversation. After that, they played 'News Reporter' game. The game needed about 15 minutes to complete the guidelines. The students would form groups to play this game. There were seven groups in the class and they sat close each other while some of them stood up in the corner of the class. The English teacher told them that the focus of English lessons so far was not only the games played inside the classroom but also the understanding of using language functions and expression they had learned. They felt shy after the English teacher said that. After the English teacher came, they were ready to have a game. They said that they had finished doing the task and ready for the game. The English teacher explained the procedure and asked a group to demonstrate the game. The students were enthusiastic in noticing the demonstration since the groups was consisted of four most handsome students in the classroom. They were interested in the demonstration. After that they played the game in their own groups and it lasted for 15 minutes. One student in one group became the artist who would be interviewed by the rest three students. In group 5 as the liveliest group, Yasmin was very happy after she took a role as an artist, so that she was interviewed. She told the group that she had embarrassing experience in *Amplaz (Ambarukmo Plaza)*. After playing the game, the English teacher asked a group to perform in front of the class as a closing. Then, the English teacher did review and closed the lesson on that day.

❖ **Field note 10****Third Meeting (Cycle 2)**

Date : 11 February 2011

Time : 07.00 – 08.30 (1<sup>st</sup> and 2<sup>nd</sup> period)

Place : XI IPA1 Classroom

Language function: Expressing Anger and Annoyance

Topic : I Can't Take this Anymore

The English teacher and I entered the class at 7.00. She greeted the students and sat down on her seat to prepare her laptop. Dery led the class to have a prayer. After that, the English teacher gave vocabulary quiz to check the students' understanding on the previous lesson. The students were very enthusiastic in answering the quiz in English. They guessed the words and answered the English teacher's questions loudly. After that, the English teacher presented some pictures on the slide and asked the students to answer it orally in English. The students felt confused after seeing the pictures. Some of them tried to guess it. "That's complaint, Mam." Rista said. "What's the man doing, Mam? He's going to eat a chocolate or what?" Evi added. "Mam, *kok* the laptop *diinjak- injak*?" Esthi wondered. Then, the English teacher told them the next language function that would be discussed on that day. After that, she asked the students to answer some questions showed on the slide orally. After they answered the questions, the English teacher distributed the handout and the worksheet. After that, they did Task 3. The English teacher played the recording twice and let the students answered the questions on the worksheet. Before discussing the answer, Fatma raised her hand and said that she wanted to answer the first number. After Fatma answered the number 1 correctly, the English teacher asked her to point one of her friends to answer the next question. Fatma asked Fitri to do the next number. After finishing the discussion, the students needed 5 minutes in doing the next task. They did it well and they continued in doing Task 5. They shared their answer with their partner. After that, the English teacher explained the materials and asked them to do the pronunciation task. The students did it in pairs. Then, they did Task 9. Here, they worked in pairs and matched some expressions with the suitable pictures. After discussing Task 10 with the English teacher, the students were asked to form 4 groups. There were four groups in the classroom and one group consisted of 7 students. One group stood up in a line and the leader was the one who was in front of the whiteboard. Then, the English teacher shuffled 4 piles of cards and distributed them to each line. When the English teacher counted up to 3, the leader could take the cards and start to ask questions to the one behind him. This question and answer session should be completed as fast as possible. The students who could not answer the questions or answer the question illogically would be soon eliminated from the group and it meant that the group was eliminated as well. The

winner of the game was a pair who could finish question and answer session first.

There were 20 pictures on a pile of cards and the students should completely ask questions about the pictures, while another member who stood up behind him should answer it correctly. The English teacher monitored them and said that they still had much time, they did have to be in a hurry. Sometimes, the English teacher smiled and shook her head knowing funny answers by the students. She moved forward and gave them correct pronunciation and diction. Some of them were in hurry to say in English since their friends forced them to finish it soon in order to be the winner. After 5 minutes, the English teacher stopped the game and said that the game for that day was in a mess since it was very crowded and the students focused on winning the game, not completing the intended expressions instead. Therefore, the English teacher repeated her explanation and said that the game was played once more and the aim was not to find the winner. The students felt disappointed and kept continuing the game in better condition. Ten minutes later, the English teacher stopped the game, but the last group insisted to continue the game since they had not finished it yet. Moreover, another group told the english teacher that they still wanted to repeat the game since they wondered their friends answers. They laughed at funny answers and enjoyed having the game as they could express their feeling in fun circumstance. The English teacher said that the time was up for the game as she should review the difficulties faced by the students and also check the students' understanding on the material given. Then, she closed the lesson.

#### ❖ **Field note 11**

##### **Third Meeting (Cycle 2)**

Date : 12 February 2011

Time : 07.00 – 08.30 (1<sup>st</sup> and 2<sup>nd</sup> period)

Place : XI IPA1 Classroom

Language function: Expressing Anger and Annoyance

Topic : I Can't Take this Anymore

The english teacher started the lesson at 7.15 after waiting for some students borrowing dictionaries from the library. After having a prayer, she gave review about the previous lesson. She asked the students about the material the studied yesterday in English. The students answered it in English. After that, the English teacher asked them to continue the task on the handout. They did Task 11. They should complete a dialogue using the correct expression provided in the box. The English teacher wrote some words on the whiteboard and asked the students to imitate her pronunciation. The students imitate the pronunciation even they took notes about the phonetic transcript. After discussing the answer, the English teacher asked a pair to perform the dialogue. They did it very well without mispronouncing a single word. The other students gave them applause. Then, they did the next task. They asked the English teacher when they had some problem in English. The English

teacher tried to respond it in English. If they still did not know, the English teacher used simpler and shorter words and phrases. After completing Task 13, the students practice the expressions used and they discussed the answer with their partner in English. When practicing the dialogue in Task 14, the students also made progress. Most of them used correct expression in opening, extending, and closing the conversation. After that, they played 'Meet Mate' game. The class divided into two, consisted of 14 students in each group. Group A should find their mate in Group B by having a dialogue based on the flashcards. When the English teacher was explaining the procedure of the game, one student said that they had ever had the similar game. The English teacher said it was different since the language function different as well. They would have different procedure. The students paid attention to the English teacher explanation. They were enthusiastic to have the latest game since they had already known that on that day, it was the last time I designed games for them.

Moreover, the situations on the flashcards were not only filled with sentences but also some pictures. It could redirect students' attention and reduce the students' boredom. In playing the game, some of them just kept silent after they found their partner, however, the rest were very eager to speak in English. They extended their conversation topic and talked in English about their daily problems. After the bell rang, the English teacher ended the lesson.

G  
INTERVIEW  
TRANSCRIPTS

❖ **Interview transcript 1****Date & Time : 20 November 2010 at 6.45****Venue : Teachers' Room**

- I : Maaf Ibu, mengganggu sebentar. Bisa saya minta waktunya sebentar untuk membicarakan tentang penelitian yang akan saya lakukan?
- ET : Iya mbak monggo silahkan. Bagaimana? Jadi mau pake games kan?
- I : Iya jadi Bu. Ga pa-pa kan bu? Nanti saya mau obseravsi untuk yang kedua kalinya bu. Trus untuk handout dan lesson plan-nya saya serahkan ke Ibu sekarang saja ya Bu.
- ET : Iya mbak, malah saya itu kadang bingung mau pake games tapi apa ya. Terutama untuk speaking kan anak-anak harus ngomong tapi saya bisanya games untuk vocab.
- I : Iya mbak, malah saya itu kadang bingung mau pake games tapi apa ya. Terutama untuk speaking kan anak-anak harus ngomong tapi saya bisanya games untuk vocab.
- ET : Oiya mb, ini besok tetep saya kan gurunya? Jadi biar besok saya bisa memakai games nya dengan lancer. Saya juga malas e mba kalau nulis dibelakang jadi observer.
- I : Injih Bu ga pa-pa. Saya malah jadi menulis data secara detail mana yang mau saya butuhkan.
- ET : Kebetulan kalau begitu mb. Ya sudah ayo mbak masuk kelas saja. Jalannya jauh.

❖ **Interview transcript 2****Date & Time : 20 November 2010 at 8.30****Venue : XI IPA 1 Classroom**

- I : Dek, apa situasi kelasnya selalu seperti ini? Kalian pernah nggak praktek speaking berpasangan atau secara dialog gitu?
- S : Iya, Miss. Situasinya selalu seperti tadi. Kita selalu disuruh retell story terus kalau pas speaking. Padahal retelling kan susah Miss. Susah ngomong kalau pake bahasa Inggris.
- I : Ya, saya tahu. Saya dulunya juga gitu, ga bisa kalau speaking. Kira-kira kesulitan apalagi yang kalian hadapi waktu belajar bahasa Inggris?
- S : Aku ga tahu Miss gimana Bu Guru bisa lancar, Miss Ratri juga. Aku tuh tiba-tiba blank Miss kalau disuruh ngomong bahasa Inggris. Aku juga males Miss kalau maju retelling gitu.
- I : Lha bu guru pernah ga pake games kalau speaking? Kalian suka ga kalau belajar bahasa Inggris pake games?
- S : Kadang Miss untuk vocab gitu. Iya, Miss pake games aja kayak pas kita kelas X kan sama Miss Ratri juga.

❖ **Interview transcript 3****Date & Time : 20 November 2010 at 10.15****Venue : XI IPA 1 Classroom**

- I : Dek, katanya speaking susah. Punya saran ga biar belajar speaking jadi lebih mudah? Kalian maunya kalau speaking class gimana se?
- S : Aku pengenya kelasnya beda gitu lho, Miss. Jadi praktek speaking tapi nggak retell melulu. Susah, Miss kalau retell terus mnegingat cerita, kata-katanya juga panjang-panjang.
- I : Gimana kalau pake games. Suka nggak?
- S : Oh iya, Miss. Pake games aja kayak pas dulu pas kelas X.
- I : Iya, Miss. Kayak pas Miss Ratri ngajar conversation pas kelas X. Atau ngadain outbond aja, Miss terus praktek sama bule-bule.
- S : Wahh ga gitu donk. Kalau outing class terus nanti boros. Ide lainnya apa dek selain games?
- I : Terserah Miss Ratri aja deh, asal ga retell Miss.

❖ **Interview transcript 4****Date & Time : 14 January 2011 at 10.15****Venue : Teachers' Room**

- I : Ibu, gimana tadi menurut pendapat Ibu tentang implementasi game-nya?
- ET : Iya mbak bagus kok, walaupun ada yang belum bisa tapi mereka terlihat antusias dalam speaking.
- I : Kira-kira refleksi untuk pertemuan kali ini apa menurut njenengan?
- ET : Ya, kalau untuk kali ini respon ana-anak bagus mbak. Melihat ini baru pertemuan pertama, walaupun ada anak yang masih ngeyel dan tidak ngomong blas tapi secara keseluruhan bagus.
- I : Apa ada hal lain yang harus saya improve Bu, mengenai prosedur game atau dalam hal materi?
- ET : Sementara tadi handoutnya belum bisa dikerjakan semua ya mbak. Soalnya waktunya terbatas mbak. Coba task nya ada yang dikurangi saja.
- I : Untuk recording dan medinya gimana Bu?
- ET : Sudah bagus mbak, speakernya yang agak bermasalah tadi. Untuk pertemuan selanjutnya besok pake laptopnya mbak Ratri saja soalnya punya saya lola mbak.
- I : O njih Bu. Ga pa-pa. Kalau begitu saya pamit dulu Bu.

❖ **Interview transcript 5****Date & Time : 15 January 2011 at 8.30****Venue : XI IPA1 Classroom**

- I : Dek, gimana tadi game-nya? Suka ga?  
 S : Wah seneng miss. Aku suka banget sama game nya. Menyenangkan.  
 I : Terus kalo topic game nya gimana? Suka gak?  
 S : Ya miss. Kosakatanua juga terlalu susah kok mis. Soale kita udah sering make sehari-hari. Aku nulisnya makanan-makanan favoritku miss.  
 I : Susahnya apa kalo maen game ini tadi?  
 S : Yes miss. Prosedurnyas itu tadi agak kurang mudeng. Tadi juga temen-temen yang lain ada yang pada bingung. Tadi kita musti nunggu kelompok yang laen dulu ampe selesai.  
 I : Miss. Saya tadi gak suka sama tema yang aku dapet. Tadi aku dapet tema tentang olahraga, padahal aku kan gak suka olah raga.

❖ **Interview transcript 6****Date & Time : 22 January 2011 at 8.30****Venue : XI IPA1 Classroom**

- I : Gimana game tadi?  
 S : Suka miss. Soalnya kan tadi topiknya tentang cinta cinta gt miss.  
 I : Topiknya gimana tadi?  
 S : Ehmm... gmana yah? Yah udah lumayan bagus sih miss.  
 I : Berarti intinya game nya udah bagus yah?  
 S : Iya miss. Tapi agak susah tadi bikin alasannya. Soalnya cinta kan gak butuh alasan toh miss. Hehehe...  
 I : Hahahaha..... Boleh-boleh. Speaking kamu bisa meningkat gak pake game ini?  
 S : Bisa miss...  
 I : Bisa gimana?  
 S : Yah jadi tambah PD miss. Terutama buat nembak cewek miss. Hahaha...  
 I : Terus kurangnya dari games ini apa menurut kalian?  
 S : Apa yah miss yah?  
 I : Yah apa, prosedurnya, bahasanya, kalimatnya, ata gambarnya gy mungkin?  
 S : Oh iya, gambarnya miss.  
 I : Gambarnya gimana?  
 S : Gambarnya kurang gedhe miss. Kalo lebih gedhe bisa lebih jelas kita mahaminya.  
 I : Oh jadi gambarnya yah. OK. Ada lagi?  
 S : Udah kayake miss.



❖ **Interview transcript 7****Date & Time : 22 January 2011 at 8.30****Venue : XI IPA1 Classroom**

- I : Mam. Menurut anda game tadi berhasil apa gak?
- ET : Lumayan bagus mbak. Tapi tadi prosedurnya agak lama menjelaskannya soalnya siswa rada rame.
- I : Kira-kira perkembangan speaking siswanya gimana bu? Sudah efektif apa belum?
- ET : Iya mbak. Siswanya sudah tambah PD untuk berbicara dalam bahasa Inggris. Mereka bisa extend topic conversation nya dengan efektif, terutama untuk game yang terakhir.
- I : Terus kira-kira kekurangannya apa bu?
- ET : Flas crad nya mungkin mbak yah. Seharusnya dibuat dua warna jadi siswa lebih cepat mendapatkan partner. Jadi waktunya juga bisa lebih singkat.
- I : Kalau secara keseluruhan untuk cycle 1 ini kekurangannya apa bu?
- ET : Apa mbak yah?
- I : Kalo pake reward berupa stiker sama pon gitu gimana bu?
- ET : Oh iya bisa itu mbak. Sama game nya dibuat lebih various.
- I : Oh jadi ditambah lebih bervariasi gitu yah.
- ET : Medianya ditambah aja mbak sama nanti anak-anak tak suruh pinjam di perpustakaan biar anak-anak nanti bisa kroscek vocabularinya.
- I : Oh iya. Apa lagi bu yah? kalo tentang prosedurnya mungkin.
- ET : Ehm..... Oh iya groupingnya pake random selection aja mbak. Itu akan lebih fair mungkin.
- I : Oh iya bagus itu bu. Nanti untuk yang cycle 2 konsepnya saya buat seperti itu aja.

❖ **Interview transcript 8****Date & Time : 4 February 2011 at 8.30****Venue : XI IPA1 Classroom**

- I : Dek suasana kelasnya tadi gimana? Seneng gak maen games nya?
- S : Seneng buuanget miss. Tadi kita gak ngerasa belajar, malah kaya cuma maen-maen doang.
- I : Bisa meningkatkan kemampuan speaking kalian apa gak?
- S : Gimana miss yah... Bisa kayake.
- I : Kayake? Gimana maksudnya?
- S : Yah kita bisa belajar cara mengungkapkan rasa malu dalam bahasa Inggris.
- I : Belajar "Expression of Embarrassment" maksudnya?

- S : Iya betul miss.  
 I : Trus pas tadi gurunya jelasin paham gak kalian?  
 S : Yah paham miss. Soalnya kan dulu pernah maen kaya gin juga. Cuma topiknya yang beda.  
 I : Oh jadi udah bagus yah intinya?  
 S : Udah miss.

❖ **Interview transcript 9**

**Date & Time : 5 February 2011 at 8.30**

**Venue : XI IPA1 Classroom**

- I : Gimana dek tadi games nya?  
 S : Lucu miss...  
 I : Kok lucu sih. Maksudnya bagus gak?  
 S : Bagus miss... Topiknya bagus. Seru miss. Apalagi tadi aku jadi artisnya. Cocok kan Miss.  
 I : Hahaha... Iya cocok. Jadi topiknya lebih bagus daripada yang pertama dulu yah.  
 S : Yang mana Miss?  
 I : Kemaren itu lho kan kita juga sama game nya. Cuma kan topiknya tentang "Asking Opinion".  
 S : Oh iya miss. Seru yang sekarang.  
 I : Jadi kalian lebih semangat tadi yah.  
 S : Iya lebih seru soalnya.  
 I : Terus tadi kalian aktif tanya gak yang jadi reporter nya?  
 S : Iya aktif dong Miss. Tadi kita aktif tanya kok.  
 I : Bagus...

❖ **Interview transcript 10**

**Date & Time : 5 February 2011 at 8.30**

**Venue : XI IPA1 Classroom**

- I : Menurut anda gimana bu games ini tadi?  
 ET : Not bad. It run well. The students enjoyed it.  
 I : Kurangnya apa bu.  
 ET : So far so good.  
 I : Kalau dibandingkan dengan yang konsep pertama gimana? Ada improvement nya atau tidak?  
 ET : Yah ada. The students played the games more enthusiastically.  
 I : Bagian apa bu yang bikin mereka lebih antusias.  
 ET : Topiknya menurut saya.  
 I : Kalau kekurangannya gimana bu?  
 ET : Apa mbak yah? Udah bagus kok.

I : Jadi menurut ibu untuk yang cycle 2 ini sudah cukup efektif yah?  
 ET : Sudah.

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❖ **Interview transcript 11**

**Date & Time : 12 February 2011 at 8.30**

**Venue : XI IPA1 Classroom**

I : Ok students. Ini pertemuan terakhir kita yah. Jadi hari ini miss Ratri akan tanya keseluruhan pertemuan materi mulai dari Embarasement, Anger, and Annoyance. Siap?

S : Oke miss. We are ready.

I : Pertama. Gamesnya menurut kalian asik gak? Ato menarik gak?

S : Menarik miss. Seru juga kalo pake games kaya gitu.

I : Terus, menurut kalian, games kaya gini bisa meningkatkan kemampuan speaking kalian apa gak?

S : Uhm... Bisa miss.

I : Bisa? Dalam hal apa?

S : Yah kan kita jadi semangat Miss. Kita tambah PD buat ngomongnya. Soalnya kita gak merasa tertekan miss. Kita seru-seruan.

I : Jadi kalian tambah PD yah ngomongnya yah?

S : Iya miss.

I : Terus apa lagi?

S : Maksudnya miss?

I : Maksudnya selain tambah PD apa lagi?

S : Pengucapannya miss. Kan tadi Bunda juga mbetulan kita pas kalo ada yang salah ngomongnya.

I : Oh maksudnya pronunciation?

S : Nah iya betul miss.

I : Terus selanjutnya kalau dibandingkan dengan yang pertemuan yang awal dulu gimana? Lebih bagus apa gak kegiatannya?

S : Yang awal dulu? Maksudnya yang mana Miss...

I : Yang dulu yang pertemuan yang awal2 dulu.

S : Oh lebih bagus miss.

I : Lebih bagus apanya? Topiknya atau bahasanya atau apa?

S : Iyah betul topiknya miss.

I : Terus ada kekurangannya gak menurut kalian?

S : Apa miss yah?

I : Yah apa gitu?

S : Gak ada sih miss.

I : Jadi intinya, games nya secara keseluruhan sudah efektif yah buat belajar speaking?

S : Iyah udah miss.

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❖ **Interview transcript 12****Date & Time : 12 February 2011 at 10.00****Venue : XI IPA1 Classroom**

- I : Selamat pagi bu.  
 ET : Selamat pagi.  
 I : Ini interview yang terakhir untuk penelitian saya yah.  
 ET : Oh Ok, I'm ready for that.  
 I : Pertama menurut ibu games ini sudah cukup efektif untuk meningkatkan kemampuan speaking siswa apa belum?  
 ET : Yah menurut saya sudah cukup efektif.  
 I : Terus activity dalam games secara keseluruhan sudah bagus apa belum bu yah?  
 ET : Bagus kok mbak. Anak-bisa lebih antusias dalam belajar disbanding kalau hanya mengajarkan dengan metode roleplay yang conventional.  
 I : Kalau setting nya sudah sesuai belum bu? Maksudnya apakah sudah sesuai kalau ini dikerjakan in-pair atau in-group gitu?  
 ET : Oh sudah sesuai banget kok mbak.  
 I : Kalau untuk ibu, games ini bermanfaat gak?  
 ET : Maksudnya?  
 I : Maksudnya the benefit of the games to the English teacher.  
 ET : Oh iya ada mbak. Games kaya gini sangat bagus buat mengajar terutama untuk speaking skills. Saya bisa mengajar siswa dengan kegiatan yang bervariasi.

**H**

**STUDENTS' SCORES IN**

**PRE-TEST & POST-TEST**

### The students' speaking scores in the pre-test

NO	ASPECTS								TOTAL MARK		CATEGORY	
	Phonologic al skill		Speech function skill		Interaction managemen t skill		Extended discourse organizatio n skill					
	I	ET	I	ET	I	ET	I	ET	I	ET	I	ET
1	2	3	2	2	3	4	3	3	50	60	Fair	Fair
2	2	3	2	2	3	4	3	3	50	60	Fair	Fair
3	3	3	3	3	3	4	2	3	55	65	Fair	Fair
4	3	3	3	2	4	4	3	3	65	60	Fair	Fair
5	3	2	2	3	4	3	3	3	60	55	Fair	Fair
6	2	2	2	2	2	3	2	3	40	50	Poor	Fair
7	2	3	2	2	3	4	3	2	50	55	Fair	Fair
8	3	2	2	2	3	4	3	3	55	55	Fair	Fair
9	2	3	3	3	4	3	3	3	60	60	Fair	Fair
10	2	2	2	2	2	2	2	2	40	40	Poor	Poor
11	2	3	3	3	4	3	3	3	60	60	Fair	Fair
12	3	2	2	2	3	2	2	2	50	40	Fair	Poor
13	2	3	2	2	4	4	2	2	50	55	Fair	Fair
14	3	3	3	2	3	4	3	3	60	60	Fair	Fair
15	2	3	2	3	4	3	3	2	55	55	Fair	Fair
16	3	3	3	2	4	4	2	2	60	55	Fair	Fair
17	2	2	2	3	3	4	3	3	50	60	Fair	Fair
18	3	3	3	2	4	3	3	2	65	50	Fair	Fair
19	2	2	3	3	4	4	3	3	60	60	Fair	Fair
20	3	3	3	2	4	4	2	3	60	60	Fair	Fair
21	2	2	3	3	4	4	3	2	60	55	Fair	Fair
22	3	3	3	2	4	3	3	2	65	50	Fair	Fair
23	2	3	2	3	3	4	2	3	45	65	Fair	Fair
24	3	2	3	3	4	4	3	2	65	55	Fair	Fair
25	2	2	2	2	2	3	2	2	40	45	Poor	Fair
26	3	3	3	2	3	4	3	2	60	55	Fair	Fair
27	3	2	2	3	4	3	3	3	60	55	Fair	Fair
28	3	3	3	3	4	4	3	3	65	65	Fair	Fair
Mean	2.50	2.61	2.50	2.43	3.43	3.54	2.68	2.57	55.54	55.71	Fair	Fair

**The students' speaking scores in the post-test**

NO	ASPECTS								TOTAL MARK		CATEGORY	
	Phonological skill		Speech function skill		Interaction management skill		Extended discourse organization skill					
	I	ET	I	ET	I	ET	I	ET	I	ET	I	ET
1	3	3	3	4	4	5	4	4	70	80	Good	Good
2	3	4	4	4	4	5	4	4	75	85	Good	Very good
3	3	4	3	3	4	5	4	4	70	80	Good	Good
4	4	4	4	4	3	5	4	5	75	90	Good	Very good
5	3	4	3	4	4	4	4	4	70	80	Good	Good
6	4	3	3	4	4	5	4	4	75	80	Good	Good
7	3	4	4	3	4	4	3	4	70	75	Good	Good
8	3	3	3	4	5	5	4	3	75	75	Good	Good
9	3	4	3	4	4	5	4	4	70	85	Good	Very good
10	4	3	4	3	5	4	3	4	80	70	Good	Good
11	4	4	3	4	4	4	4	4	75	80	Good	Good
12	4	4	3	4	4	4	4	3	75	75	Good	Good
13	4	3	4	4	4	4	5	4	85	75	Very good	Good
14	3	4	3	2	5	4	4	4	75	70	Good	Good
15	4	4	4	3	4	5	4	5	80	85	Good	Very good
16	4	3	3	4	4	4	4	4	75	75	Good	Good
17	3	4	4	4	3	4	4	5	70	85	Good	Very good
18	4	4	3	3	4	4	3	4	70	75	Good	Good
19	4	3	4	4	4	4	4	5	80	80	Good	Good
20	4	4	3	4	5	5	4	4	80	85	Good	Very good
21	3	4	4	4	4	4	3	4	70	80	Good	Good
22	4	4	4	3	5	4	4	4	85	75	Very good	Good
23	3	3	4	4	5	5	4	4	80	80	Good	Good
24	4	4	3	4	4	4	4	4	75	80	Good	Good
25	4	3	4	4	4	4	4	5	80	80	Good	Good
26	4	4	4	3	4	4	4	4	80	75	Good	Good
27	4	3	4	4	4	4	4	4	80	75	Good	Good
28	3	4	4	3	4	4	3	4	70	75	Good	Good
Mean	3.57	3.64	3.54	3.64	4.14	4.36	3.86	4.11	75.54	78.75	Good	Good

I

PHOTOGRAPHS





The English teacher and a student gave a demonstration



Two students tried to find their partners in "Finding a date" game



Two students had an interview in "Stance Poll" game



Some students played "Infotainment Reporter" game



Students played "Good News, Bad news"



Two students performed in front of the class in "Finding a Date"



Two students performed in front of the class



The English teacher moved around to control the class



Flash Cards



Dictionaries used in the Cycle II



The English teacher, the students of CI class, some students from XI IPA 2, and I at the end of the actions





KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-00

31 Juli 2008

Nomor : 1615/H.34.12/PP/X/2010  
Lampiran : --  
Hal : Permohonan Izin Observasi

19 Oktober 2010

Kepada Yth.

Kepala Sekolah  
SMA N 2 Bantul  
di Bantul

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan observasi untuk memperoleh data validitas instrumen dengan judul :

*Using Interactive Games to Improve C I Students' Speaking Skill at SMA N 2 Bantul*

Mahasiswa dimaksud adalah :

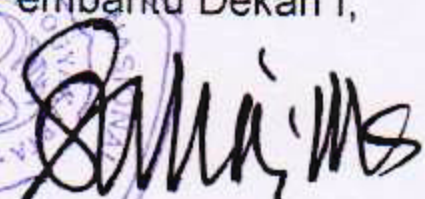
Nama : RATRI CAHYANI  
NIM : 06202241014  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Lokasi Observasi : SMA N 2 Bantul

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.



a.n. Dekan  
Pembantu Dekan I,

  
Drs. Suhaini M. Saleh, M.A.  
NIP 19540120 197903 1 002





KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

**FAKULTAS BAHASA DAN SENI**

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FRM/FBS/35-00

31 Juli 2008

Nomor : 1912/H.34.12/PP/XII/2010  
Lampiran : --  
Hal : Permohonan Izin Penelitian

22 Desember 2010

Kepada Yth.  
Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Propinsi DIY  
Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian untuk memperoleh data penyusunan Tugas Akhir Skripsi, dengan judul :

*Using Interactive Games to Improve C I Students' Speaking Skill at SMA N 2 Bantul*

Mahasiswa dimaksud adalah :

Nama : RATRI CAHYANI  
NIM : 06202241014  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Lokasi Penelitian : SMA N 2 Bantul  
Waktu Penelitian : Bulan Januari s.d. Maret 2010

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.



Dekan  
Pembantu Dekan I,

*[Signature]*  
Drs. Suhaini M. Saleh, M.A.  
NIP 19540120 197903 1 002





**PEMERINTAH KABUPATEN BANTUL**  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**  
**( B A P P E D A )**

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796  
Website <http://www.bappeda.bantulkab.go.id>  
E-mail : [bappeda@bantulkab.go.id](mailto:bappeda@bantulkab.go.id)

**SURAT KETERANGAN/IZIN**

**Nomor : 070 /1924**

**Membaca Surat** : Dari : Pemerintah Prop DIY Nomor : 070/7075/V/2010  
Tanggal : 22 Desember 2010 Perihal : **Ijin Penelitian**

**Mengingat** : 1 Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2 Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;  
3 Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009, tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

**Diizinkan kepada**

Nama : **RATRI CAHYANI**  
No.Nim : 06202241014 MHs. UNY Yk  
Judul : **USING INTERACTIVE GAMES TO IMPROVE CI STUDENTS' SPEAKING SKILL AT SMA N 2 BANTUL**  
Lokasi : **SMA Negeri 2 Bantul**  
Waktu : Mulai Tanggal : **22 Desember 2010 s/d 22 Maret 2011**

**Dengan ketentuan** :

1. Terlebih dahulu menemui/melapor kepada pejabat Pemerintah setempat (Dinas/Instansi/Camat/Lurah setempat) untuk mendapat petunjuk seperlunya ;
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat;
3. Wajib memberikan laporan hasil penelitian kepada Gubernur Daerah Istimewa Yogyakarta (c/q Badan Perencanaan Pembangunan Daerah Istimewa Yogyakarta) dengan tembusan disampaikan kepada Bupati lewat Bappeda setempat;
4. Izin ini tidak disalahgunakan untuk tujuan yang dapat mengganggu kesetabilan Pemerintah dan hanya diperlukan untuk keperluan kuliah
5. Surat izin ini dapat diajukan lagi untuk mendapatkan perpanjangan bila diperlukan ;
6. Izin ini tidak disalahgunakan untuk tujuan yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah;  
Surat izin ini dapat diajukan lagi untuk mendapatkan perpanjangan bila diperlukan;


Kemudian diharap para pejabat Pemerintah setempat dapat memberikan bantuan seperlunya.

Dikeluarkan di : **B a n t u l**

Pada Tanggal : **23 Desember 2010**

**Tembusan dikirim kepada Yth**

1. Bupati Bantul
2. Ka. Kantor Kesbangpollinmas Kab. Bantul
3. Ka. Dinas DIKMENOF Kab. Bantul
4. Ka. SMA Negeri 2 Bantul
5. Yang bersangkutan
6. Pertiagal

A.n Bupati Bantul  
Kepala Bappeda Kabupaten Bantul  
Sekretaris  
  
**IRAPULUNG HARYADI. MSc**  
NIP. 19640810 100003 1 010





PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA

**SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)  
YOGYAKARTA 55213

**SURAT KETERANGAN / IJIN**

Nomor : 070/7075/N/2010

Membaca Surat : Dekan Fakultas Bahasa dan Seni UNY

Nomor : 1912/H.34.12/PP/XII/2010

Tanggal Surat : 22 Desember 2010

Perihal : Ijin Penelitian

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
  2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;
  3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
  4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

***DIJINKAN*** untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) kepada :

Nama : RATRI CAHYANI

NIP/NIM : 06202241014

Alamat : Karang Malang Yogyakarta

Judul : **USING INTERACTIVE GAMES TO IMPROVE CI STUDENTS' SPEAKING SKILL AT SMA N 2 BANTUL**

Lokasi : Kab. BANTUL

Waktu : 3 (tiga) bulan

Mulai tanggal : 22 Desember 2010 s/d 22 Maret 2011

Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta

Pada tanggal : 22 Desember 2010.

An. Sekretaris Daerah

/sisten Perekonomian dan Pembangunan  
Ub. Kepala Biro Administrasi Pembangunan

Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);

2. Bupati Bantul cq Ka Bappeda

3. Ka. Dinas Pendidikan Pemuda & Olahraga Prov. DIY

4. Dekan Fakultas Bahasa dan Seni UNY

5. Yang Bersangkutan

